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ABSTRACT

This manual was developed to assist youth in grade 7 (age 13 and beyond) in developing leadership skills. The aim of the project is the development of lifetime skills related to leadership. The manual describes 75 learning activities in the following areas: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing; and (7) working with groups. The guide also includes general information on the project; information on leadership and an explanation of leadership life skills; definitions of terms used in the guide; suggestions for developing individual project goals; recommendations for choosing a helper to assist in learning activities; a personal leadership skill assessment guide; and practical applications of leadership skills. Each learning activity description includes specification of the type of leadership skill to be learned and participants to involve (group or individual with a helper); a brief description of the activity; instructions for conducting the activity; and discussion questions for interpreting the process. This manual includes a list of 16 references. (LP)

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Leadership Project
Book II

KC0189988

Cooperative Extension Service
College of Agriculture
University of Illinois at Urbana-Champaign

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Leadership Skill Activities

Following is a list of the activities included in each of the Leadership Skill areas:

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- ❑ Design Your Own Clover, page 65
- ❑ Making A Machine, page 66

Other Related Publications:

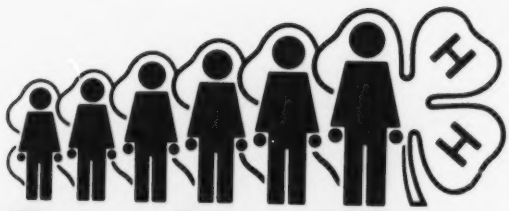
Book I	MC0630	*Leadership: Skills You Never Outgrow - Individual Skills For Younger Members*
Helper's Guide	LC0630	*Leadership: Skills You Never Outgrow*
Leader's Guide	LC0631	*Leadership: Skills You Never Outgrow*
Book III	MC0634	*Leadership: Skills You Never Outgrow - Skills Working Within Groups*
Book IV	MC0636	*Leadership: Skill You Never Outgrow - Skills Leading Groups*

Introduction

Welcome to Book II of the leadership project. This project will help you build your leadership skills. In it you will do activities which can help you learn skills that will last your whole life. You will work with a helper or in a group to learn more about yourself, your family, your friends and the groups in which you participate.

Leadership: Skills You Never Outgrow is a different kind of project. It is a thinking and talking project. You'll do activities with other people that will help you learn the skills a leader needs. Not all the activities have "right" answers. Many have answers which are based on the situation. There are several important things you will want to know about this project before you start.

Read the following introduction sections each year you take the leadership project. They will help you understand how doing this project relates to developing leadership.



Leadership
Skills You Never Outgrow

Skill Levels of the Leadership Project

This project book is designed to help adolescents learn the basics of leadership. Book I is a younger member's book. It helps with some of the same basic skills but is planned for members ages 9 to 11.

There are three skill levels in this leadership project. You should complete most of the suggested activities in this book or Book I before you go to Level III. Then you should complete most of Book III before you start the highest skill level in Book IV. The projects start with basic skills and progress to more advanced skills.

In this project you'll start learning leadership skills you need to deal with your own life. You will grow by doing learning activities with help from one person as a helper. Later you'll be ready for more advanced skills used in working with groups of people. Take time in each level of the project to master the skills included. You can spend up to three years in each unit. The following describes what's included in the three levels of leadership covered by Books II, III and IV.

Book II has activities to help you build individual leadership skills. You will want to do many of the activities in this first skill level in a year or two and then move to the second skill level. If you have spent two or three years in Book I, you may have already developed many of the skills included in this book. In that case, you may be ready to move on to the next level (Book III) sooner.

As you do more in groups and begin to know more and more people, you will be able to observe how groups work. Book III has activities to help you to do a good job of observing how groups of people work together, being a part of the group and improving your leadership skills in groups. You may serve on committees or be elected to some offices.

The highest level of leadership involves helping groups reach their goals. Book IV has activities which you will carry out with other people. It suggests doing things that will put you in group leadership positions. This level gives you a chance to try out your skills in helping others achieve group goals.

You may start by working with younger members in your own club or leading specific activities. Later you may want to try forming your own group by bringing together people who have a common interest, help the group decide on goals then help members plan and carry out activities to achieve the goals. This level really is practicing all the leadership skills you developed in earlier units.

What is Leadership?

Leadership is helping yourself or other people achieve goals. The ability to direct your life to get the results you want is leadership. It gets more complex as you begin to work with other people. Skills beyond those you need to take charge of your own life are required to lead other people. Leaders need skills in working with people. They also need skills in examining situations so that they can decide what to do to help. And they need skills in helping people work well together in groups.

There are several ways you can lead. One way is "directive" or "high task-low relationship." This kind of leader takes charge and tells followers what to do and how to do it. This style works well in situations where the goals to be accomplished are very important and have priority over the feelings of the group members.

Another way to lead is "low task-low relationship" or "laissez-faire." Laissez-faire is a French expression that means "to let be." The "laissez-faire" leader may give some advice and guidance, but generally doesn't interfere too much either with the tasks of the group or with the relationships of group members. This style of leadership works well in established situations where people get along well and do a good job of accomplishing group goals.

A third way to lead is with a "democratic" or "high task-high relationship" style of leadership. "Democratic" leaders actively encourage group members to take responsibility for achieving group goals and give attention to both completing the job and the feelings of the group members. This style of leadership is often effective in newly-formed groups or in groups whose members have diverse opinions and attitudes related to the goals to be accomplished.

Another style of leadership is "low task-high relationship." Leaders using this style focus more attention and priority on the needs, interests and feelings of the group members than on the tasks they are doing. This style of leadership works well in situations where it is important for people to get along and to like and respect each other and where the goals are likely to be accomplished satisfactorily without a lot of direction from the leader.

Different kinds of situations and groups need different styles of leadership. Skilled leaders know how to lead all four ways and when to use each way. They also know their own strengths, weaknesses, preferences and natural tendencies and adapt their leadership accordingly. This project will help you learn the skills you need to be an effective leader in a variety of situations and groups.

How People Become Leaders

There have been several ideas over the years on what makes a leader and how to recognize a leader. From the time cavemen first began to live in groups, leadership was established by power. The person with the greatest size and strength and who could get the support of others became the leader. Soon, skill with weapons added to the power of some.

It was not long before leaders found ways to pass leadership positions to those they chose, often their children. One way to justify this process was to establish the belief that some people were born to be leaders. It became accepted that the children of chiefs, kings or emperors were the unquestioned natural choices to succeed their parents as leaders of the people. Since children of leaders were in a good position to observe first hand and practice the actions of leaders, they often were able to carry on family dynasties. However, some children of great leaders were not interested in or able to develop the skills of their parents.

As time passed, a second idea about leadership, which was just the opposite, developed. It was that leaders are made, not born. Those who held leadership positions attempted to develop future leaders in their own image. They tried to "make" leaders by teaching them to imitate the leader's behavior. However, this theory had loopholes. For instance, leaders were not always successful in selecting persons who had the capacity to be trained as leaders or the circumstances were not the same as when the original leader was developing his leadership qualities. Often, the "made" leaders couldn't do what the leaders who chose them did successfully.

Out of this grew the theory that, once you found leadership qualities in a person, he or she would be a leader regardless of who he or she was leading or the setting in which he or she was to lead. It assumed that people who showed leadership in one situation would also be successful leaders in other times and places. This kind of thinking would conclude that the captain of the football team would make the best president for the student council. History has shown this assumption doesn't work in many situations.

Leadership authorities today support the idea that the same people are not necessarily leaders all the time. Leadership needs change with the situation, and the best leaders are those who recognize when they should function with one style of leadership and when they should use another style. The best leaders do not have the need or the desire to be "front and center" all the time. They recognize there may be more than one way to accomplish a goal and explore all possible solutions to select the one that's best.

Good leaders give a lot of themselves. They pay attention to the tasks that need to be done and the personal needs of group members. They observe the actions of the individuals and the group, listen actively to group members and relate information to their previous experiences. Then they can choose the kind of leadership action to take.

Today, we believe successful leaders have learned specific skills that help them lead. We believe anyone who wishes to improve his leadership ability can do so by working on leadership-related skills and apply them in situations where leadership is needed. Leadership skills become "natural" after much experience.

Beliefs About Leadership

Following are five beliefs about leadership on which this project is based:[1]

- Leadership can be learned, just like other skills. It involves skills you use to direct your own life as well as those to lead others. It is not only abilities you have or know, but what you do with what you have that will determine success.
- Leadership is a helping process, whether it involves just one other person or a group. A leader focuses on accomplishments in helping people reach goals rather than personal recognition.
- Leadership is shared. Leadership opportunities can be divided so individuals in a group can select roles best fitting their needs and interests. No one is a formal leader at all times.
- Leadership is a relationship between people. It is the way a person interacts with others and sensitivity to what others need. The skills a leader has are only important when they are used well with people.
- Leadership is shown at the right time and place. Different people lead at different times. The interaction between the leader, the group and the goals may determine which way to lead. The group members, the situation and the skills of the leader must all work together for the best results.

[1]These beliefs are adapted from Ellen Elliot, *Teens Take the Lead*, Northeast Teen Leadership Committee, Cooperative Extension Service of the Northeastern States, Cornell University, p. 2.

Leadership Life Skills

Specific skills relate to being a good leader. These are abilities you can use in many ways the rest of your life. Thus, we call them life skills. The seven leadership life skill areas you study in this project include:

Understanding Self — Understanding and developing a positive attitude about who you are, what you like and don't like and what you want to be.

Communicating — Effective two-way sharing of information through writing, listening, speaking and body language.

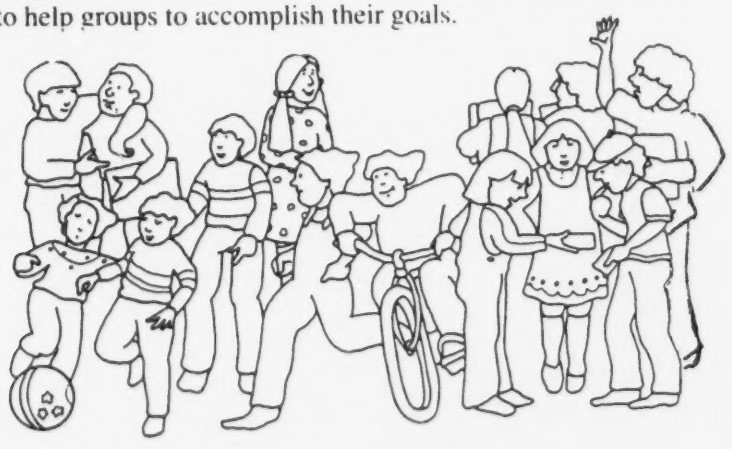
Getting Along With Others — Developing an understanding of how you relate to other people (one-to-one or with a group) and how you accept and appreciate the differences between others and yourself.

Learning to Learn — Understanding the skills and methods that help learning take place and how you can be the positive force in your own learning opportunities.

Making Decisions — Learning steps and approaches to setting goals, solving problems and taking individual or group action.

Managing — Choosing and using things available to get the things you want (to reach the goals set). This involves identifying resources (time, things, people or money) and using those resources effectively.

Working with Groups — Learning how groups of people work together and how to help groups to accomplish their goals.



Words to Know

Some meanings of words and expressions used in the leadership project may not be familiar. When you find an unfamiliar word, look it up in the dictionary and learn its meaning as it relates to leadership. Following are some words or expressions that have special meanings in this project and a definition for each:

Helper -- A person you choose to assist you in making your personal leadership development plan, carrying out the planned activities and evaluating your accomplishments. Your helper should be more experienced in leadership skills than you. He or she can be an older friend, teen or family member.

Leadership -- The process of helping individuals or groups reach their goals.

Leadership Life Skills -- Life skills that help individuals be effective as leaders. There are seven leadership life skill areas used in this leadership project.

Leadership Project -- The 4-H project designed to help you learn leadership skills. *Leadership: Skills You Never Outgrow* gives 4-H members help in doing leadership projects by suggesting things to do to gain experience and practice leadership skills. The activities in this project book can be used by other youth and adults to help them learn leadership skills too.

Leadership Project Leader -- An adult or older teen who takes responsibility for helping members of a club or group introduce, carry out and evaluate the leadership project with a club or a group.

Life Skill -- An ability that is necessary and useful for living. Life skills include thinking, doing and feeling abilities that can be used in many situations.

Learning Activity -- Something to do designed to help you learn a skill. Activities include experiences to practice leadership life skills and discussion questions to interpret the experience and increase understanding.

Personal Assessment Guide -- An evaluation tool to assist in identifying leadership skills that may need strengthening.

Project Planning Guides -- The forms provided to 4-H members to record leadership project plans and write ideas about leadership learning and accomplishments. Youth ages 12-14 should use the *Illinois 4-H Project Plan* and youth ages 15-19 should use the *Illinois 4-H Project Goals and Evaluation.*

Getting Started With the Leadership Project

Begin your project by choosing someone to help you. The section of this project book that follows gives you some ideas about choosing a helper. It's important to do this first because your helper can assist with the rest of your project.

Next, you're ready to plan what you want to do and learn in the project this year. You'll want to think about the leadership skills you have already and which ones need work. The Personal Assessment Guide included in the introduction section of this book may help you discover some areas that need work.

Here are some suggestions to consider in setting goals for the year:

- Complete at least one learning activity in this book from each leadership skill area.
- Choose and do at least three additional activities in leadership skill areas you want to explore in more depth.
- Select some way you can practice your leadership skills in situations where you're helping people in your club or community. The Practical Applications List at the end of this introduction section will help you get some ideas.

Use your project-planning guides to record your goals, when you plan to do them and who will help. Depending on your age, you should use the appropriate form:

Ages 12-14 *Illinois 4-H Project Plan* #R90312
Ages 15-19 *Illinois 4-H Project Goals and Evaluation* #R90313

Someone To Help You

It is very hard to learn leadership completely by yourself. It is also very hard to be a leader without more than one person involve. In this project you will select someone to help you with each of the activities as a helper, or you'll be working with a group. You will want to spend a few minutes thinking about people whom you feel can help you. Think of people you can talk with and share things about yourself. Your helper should be someone whom you think a lot of -- an older teen, a youth leader of a family member. Choose your helper carefully.

Decide on one or two, and then talk with you first choice. Describe the leadership project. Explain that you would like to have him or her help you by listening and helping you think about leadership skills areas. Tell him or her that you will be doing about ten activities, so you would need to get together five or more times to do them all. You will want to share a copy of the *Leadership: Skills You Never Outgrow Helper's Guide* so that he or she can see what helpers do.

Since you are the person who is wanting to increase your skills in leadership, it is up to you to get your project under way. Take responsibility for planning what you want to do, and then complete the activities with your helper.

Plan a time to work with your helper. Talk with him or her and select a time which is convenient to both of you. Plan both a starting and ending time which will allow you time for one or more learning activities and discussion. Determine ahead of time which activities you will do review them before your time together. In planning the time and place, be sure that there will not be interruptions.

Doing the Learning Activities

Each learning activity in Book II is presented in the same way. As you look at an activity, there are three distinct parts:

- Heading — located on the upper left corner.
- Activity instructions — spread across the wide portion of the page.
- Discussion questions — found at the end of each activity.

The lines in the heading are a summary of the learning activity. They contain the title, a brief description of the purpose of the activity, what can be expected in the activity and whether the focus of the activity is on the individual member working with a helper or a group of members working together.

The instructions explain how to do the activity. It is a good idea to read the activity through ahead of time. Have any materials needed available before beginning. All the activities are to be done either with a helper (Focus: Individual) or in a group (Focus: Group).

The final part of the learning activity is the discussion questions. These questions are very important, and although you may not use exactly the same questions, the idea is to discuss what happened in the learning activity.

You may think doing the activity is the important part of the leadership project, but the really important part is the discussion you have with your helper. Usually when we talk about an idea or discuss our feelings, it helps us understand better what is happening and eventually to learn more. Think about other situations that are similar to your observations. Plan to spend about the same amount of time discussing the activity afterwards as you did in doing the activity.

Sit comfortably with your helper (or group) as you go through the activity and discussion questions. Allow yourself the opportunity to explore other questions that may come to mind. Encourage free and open communication, with the understanding that what you discuss is private and confidential. Even though this is your project, your helper may want to tell you some of his or her thoughts too. This will help you understand each other better and feel closer.

At the end of an activity session, thank your helper. You may want to schedule another visit then. Record your learnings or accomplishments on your planning form.

At the end of the project, be sure other sections of the planning form are completed. You'll want to include presentations or exhibits you've made about your leadership project. Other sections of the form will cause you to think about what you have learned in the project and what you want to learn next year.

Personal Skill Assessment Guide

Rate your leadership life skills by circling the number following each statement which most closely indicates how you rate your ability to do what is listed. If you do it very well, mark a "3"; mark a "2" if you do it moderately well or ok; and mark a "1" if you need improvement or do it poorly.

	Very Good	OK	Poor
1. I feel good about myself and my abilities.	3	2	1
2. I am enthusiastic.	3	2	1
3. I understand and know what I value.	3	2	1
4. I can admit and deal with mistakes.	3	2	1
5. I can keep records.	3	2	1
6. I can speak before a group.	3	2	1
7. I am a good listener.	3	2	1
8. I can teach others.	3	2	1
9. I accept and care about others.	3	2	1
10. I encourage others.	3	2	1
11. I meet and get along with others.	3	2	1
12. I trust other people.	3	2	1
13. I can ask questions.	3	2	1
14. I can be open minded.	3	2	1
15. I can see things objectively.	3	2	1
16. I can learn from others.	3	2	1
17. I can set and carry out goals.	3	2	1
18. I can identify and use resources.	3	2	1
19. I can make choices.	3	2	1
20. I know what's important to me.	3	2	1
21. I can plan programs.	3	2	1
22. I can evaluate people and programs.	3	2	1
23. I am a responsible person.	3	2	1
24. I can delegate responsibility.	3	2	1
25. I cooperate with others.	3	2	1
26. I can work as a team member.	3	2	1
27. I can follow as well as lead.	3	2	1
28. I can involve people.	3	2	1

Scoring:

Each statement represents one area of leadership life skills. Add the numbers you circled as instructed below and divide by 4 to identify your average skill in each leadership skill area:

Understanding Self: Add statements 1-4, divide by 4 =
Communicating: Add statements 5-8, divide by 4 =
Getting Along/Others: Add statements 9-12, divide by 4 =
Learning to Learn: Add statements 13-16, divide by 4 =
Making Decisions: Add statements 17-20, divide by 4 =
Managing: Add statements 21-24, divide by 4 =
Working with Groups: Add statements 25-28, divide by 4 =

Using these averages as a guide, you can determine in which life skill areas you may want work to develop more skills.

Practical Applications

Taking a leadership project will prepare you to take on leadership roles in your club or community. It is important that you try some of your leadership skills by helping people in your club or community. Whether you help individuals or groups, you will discover leadership requires you to serve and help others.

The next two pages list ideas of things you can do in 4-H to serve in a leadership role. There are, of course, many others. To become an effective leader, try a variety of these activities. They will give you a chance to apply the skills you gain in the learning activities. Grow in your leadership abilities by trying another new, more difficult role after you successfully complete a role.

With young people:

- Invite and involve new members in the club.
- Work on a membership committee to recruit members for the club.
- Assist new members in the selection of projects and goal setting.
- Help a new member learn the club pledge.
- Help members complete enrollment forms.
- Serve as a big brother or sister to a new member.
- Serve as a leadership project helper for a beginning member.
- Explain 4-H and the local club's program to a new member and his or her parents.
- Help with project goal setting and evaluation.
- Demonstrate simple parliamentary procedures.
- Urge new members to participate in business meetings.

- Help a member practice or review what was taught at project meeting.
- Help a member with a demonstration or talk.
- Help a member prepare for a club tour or achievement day.

In your 4-H group:

- Help the club president to prepare agendas for meetings.
- Help officers understand parliamentary procedures.
- Assist the secretary in keeping minutes, treasurer in financial records and reporting.
- Help members host meetings and serve refreshments.
- Secure meeting locations.
- Recruit new leaders for the club.
- Help select a community project for the club.
- Arrange a judging exercise or meeting.
- Invite a parent to a club event.
- Lead club activities.
- Notify families of club activities.
- Help plan the club program.
- Participate in a committee.

With projects and activities:

- Supervise project work of younger member.
- Teach members how to lead and groom animals.
- Teach members modeling and personal appearance techniques.
- Help members prepare for a "bowl" contest.
- Assist with judging training.
- Teach members demonstration and speaking techniques.
- Help with club group projects and activities.
- Arrange a club tour.
- Organize a window display.
- Help find transportation for others.
- Conduct project workshops.
- Plan a field trip.

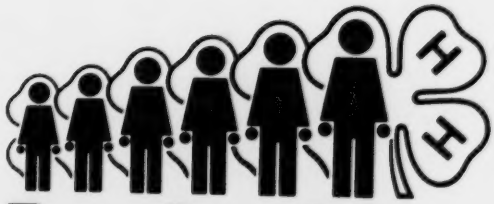
With community and county 4-H activities:

- Serve as camp counselor.
- Coordinate community/club displays.
- Participate in curriculum committees.
- Promote club and county opportunities in the media.
- Arrange for programs of special interest to teens.

- Assist with fund raising projects.
- Assist with exhibits at the shows or fairs.
- Serve as host or hostess.
- Arrange for speakers or judges.
- Assist in teen organizations.
- Coordinate county, state or international exchange opportunities.

With civic and school activities:

- Attend community activities.
- Volunteer for youth leadership roles.
- Observe governmental bodies at work.
- Assist with community celebrations.
- Volunteer for political or social concern campaigns.
- Plan and carry out environmental clean up activities.
- Participate in community service organizations (health services, safety, beautification, government, conservation, handicapped, abuse programs, etc.)



Leadership
Skills You Never Outgrow

Understanding Self

You are a very special person. You are unique. You have many talents and qualities that make you distinctive. Learning about yourself — what's important to you, your likes and dislikes, and your interests and skills — is an important part of understanding yourself. The more you know about yourself, the better you will like yourself. You will also understand your feelings and why it is important to feel good about yourself.

"Self concept" is how each of us sees himself or herself. Developing a positive self concept is one of the most important things anyone can do to be successful in life. It is essential to be an effective leader. The activities in this section will help you recognize what makes you special and learn to like who you are.

Learning Activity: **My Bag**[8]
Leadership Skill: Understanding Self
What To Do: Cut out pictures, words.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

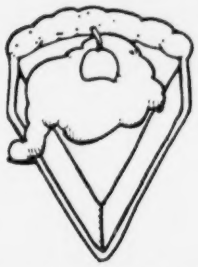
Cut out pictures and words that describe you from magazines, newspapers, etc. or draw things that describe you on small pieces of paper.

Attach pictures and words you want to share with other people to the outside of a paper bag or other object. Place those you do not want to share inside. Share your bag with your parents, helper or a friend.

Interpreting: What did you learn about yourself? How hard was it to decide which things went inside the bag? Thinking about the things inside the bag, who would you share them with? How do you think this will change in the future?

The Pie Of Life[8]

Understanding Self
Draw your own pie of life.
Individual



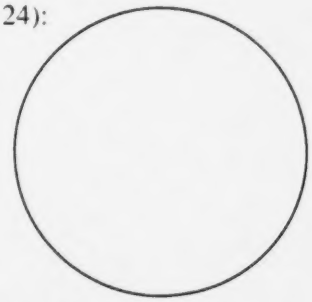
Leadership
Skills You Never Outgrow

Do this activity with your helper:

Examine how you spend your time. This will give you some new information on what you value and how you spend your time.

How many hours do you spend (the hours should total 24):

_____ Sleeping
_____ Working away from home (include school)
_____ Doing chores at home (include studying)
_____ With your family (include meals)
_____ Pursuing a hobby by yourself
_____ Doing things with your friends
_____ Doing other things



Draw a pie graph that represents 24 hours in a day. Divide the pie into sections to represent how you use your time in a day.

Interpreting: What interesting things did you learn about yourself? How would this vary from day to day, or as you grow older? What things do you think might be changed?

Ten Things I Love To Do[9]

Understanding Self — Values
Write things you love to do.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Write ten things you love to do. They may be large or small. After you have made the list, review it and think about how much time you currently devote to each activity.

Now, select one activity and share with your helper five advantages, pleasures, benefits or satisfactions you get from the activity.

Interpreting: What did you learn about yourself in this activity? How would this change if you did it other times during the year? What are the characteristics of the activities listed?

Dangling Sentences[9]

Understanding Self — Values
Finish the sentence.
Individual

Do this activity with your helper:

Complete the sentences below out loud or write your answers on a piece of paper.

- My secret desire is...
- On weekends, I like to...
- In a group I am...
- If I had $100, I would...
- I get angry when..
- What I want most is...
- I'm happiest when...
- My best quality is...
- My parents are...
- I have accomplished...

If you want, add new sentences.

Interpreting: What were the hardest sentences? Why were some easier or harder than others? Were there similar themes in some of your answers? What other conclusions do you have from this activity?

What I Like[5]

Understanding Self — Values
Write about a special hobby.
Individual

Do this activity with your helper:

Choose a favorite hobby or 4-H project. Write a brief description of it on the top of a piece of paper. Now answer the following questions about the hobby or project. You may write or draw illustrations on your paper.

- What is the best part of this project?
- What part is the hardest?
- What have I done best in this project?
- What did not work or needed improvement?
- What do I want to do next time?

Interpreting: Discuss how you decide what is important to you? What things about this project showed something about you as an individual? How can you see these same important beliefs (values) in other things you do?

Sharing Poems[5]

Understanding Self — Values
Find and share a special poem.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Select a poem that means something to you. It may be about a person, a pet, the land or nature, but choose one that really says something you believe! Share the poem with your helper and family, reading it at least twice so they can appreciate it too. Have them talk about what they think it means and then tell them what it means to you.

Interpreting: In what way does the poem tell about something you believe in? In what ways do you feel you have something in common with the poet? How did your friend or family add to your understanding of the poem? How were your ideas similar to theirs?

I Like This[2]

Understanding Self — Values
Collect pictures.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Write one of the following statements at the top of a page. Then collect color pictures from magazines and/or draw some that show what you would be doing in this situation. The pictures should show only what you want; do not include what your friends or family would say or do. You may do more than one, but use a separate piece of paper for each.

- I am like this on a hot day.
- I am like this on a cold day.
- I do this when I'm tired.
- When I feel sick, I want this.
- I like to play this with my friends.
- I consider this to be "baby" action.
- These foods mean "Christmas" to me.
- This makes me feel grown-up.
- These foods mean "a party" to me.
- I think of this as very expensive.
- I would think of this if I were poor.

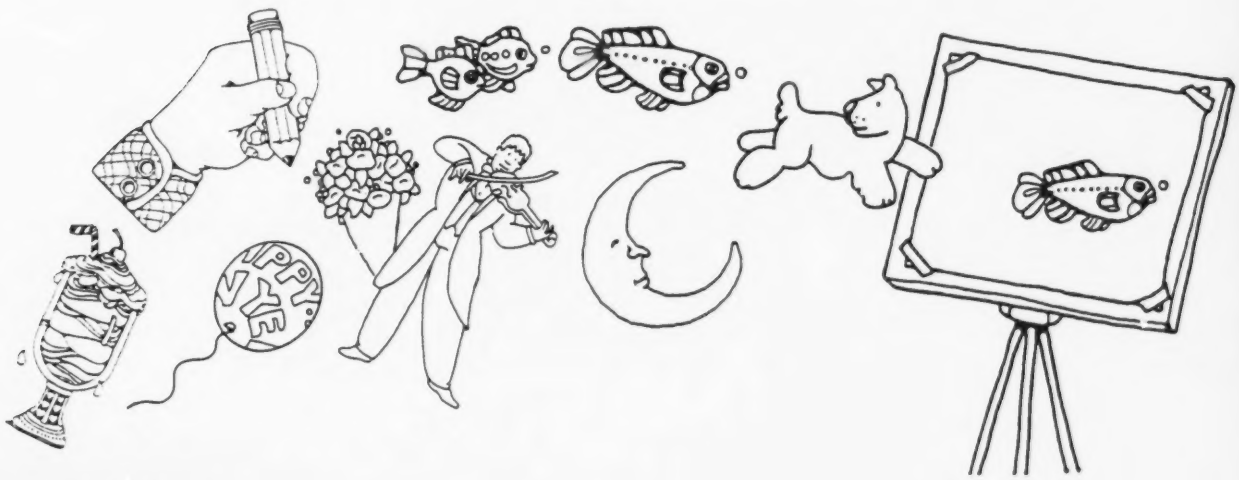
Interpreting: How are many of the pictures similar or different? What made you choose just these things? How do you think the things you selected now will change in five years? How?

Learning Activity: **Set Yourself A Goal**[15]
Leadership Skills: Understanding Self — Goals
What To Do: Set a goal each week.
Focus: Individual

Do this activity with your helper:

Think about something you would like to do. Try to make a specific goal that you can accomplish in a day. List several on a sheet of paper. Choose one and a day that you will accomplish it. Now plan for the day to happen. Be sure to live the day as you want to according to your goal. You may want to share your goal with others.

Interpreting: What types of goals were you able to identify? How could the goals have been accomplished in other ways? How did you feel after the goal was accomplished? How else could you use this idea of goal setting?



Learning Activity: **Collage**[8]
Leadership Skills: Understanding Self
What To Do: Make a collage
Focus: Individual

Do this activity with your helper:

Look through magazines and newspapers and find pictures, cartoons, words and phrases that you feel describe or represent some aspect of you. Arrange them on a poster board or piece of wood and glue them in place.

Interpreting: What things do you see that seem to be similar? What pictures or cartoons, etc. show your feelings? How is this picture of you different than one you might have done one year ago?

Family and Friends²
Understanding Self — Disclosure
Complete the chart.
Individual

Do this activity with your helper:

Think about things you do with other people. The following chart includes a list of activities that can be shared. Complete the chart, checking the column that shows who you would like to share the activity with.

Add five activities that you especially enjoy sharing with either your family or peers.

Activity	Prefer to Share With Family	Prefer to Share With Friends	Enjoy Sharing With Both Family and Friends
1. Going on a picnic			
2. Bowling			
3. Watching TV			
4. Jogging			
5. Going to a dance			
6. Going to church			
7. Going to a game			
8. Shopping			
9. Playing games			
10. Talking about everyday things			
11.			
12.			
13.			
14.			
15.			

Interpreting: Which activities were completely different for family and friends? What reasons do you think make this true? How do family and friends make a difference in what you do? What about your activities with family or friends that you would like to change? What would you prefer to do?

Learning Activity: **Who Am I?**[4]
Leadership Skill: Understanding Self — Disclosure
What To Do: Describe all the "people" you are
Focus: Individual

Do this activity with your helper:

Make a check list of all the "people" you are. Be sure to include all of the different relationships you have, as well as the organizations you belong to.

Interpreting: How many different "people" are you? In what ways are your friends (or family) like you? Which traits can you change if you want to?

Learning Activity: **Talking 'Bout Afraid**[3]
Leadership Skill: Understanding Self — Disclosure
What To Do: Talk about your concerns.
Focus: Individual

Do this activity with your helper:

Make a list of the fears or concerns you have about school. For example, do you fear talking about your opinions because you wonder what others will think? Do you fear authority and try to please? Do you worry about making passing grades?

After you've listed your fears, think about ways to deal with them:

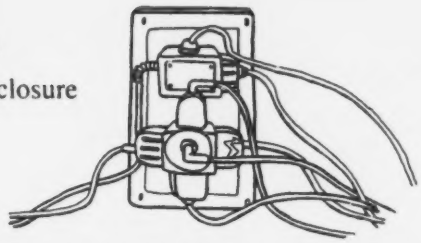
- Think about all the ways you have dealt with past fears.
- Think how people who are older than you might handle these fears.
- Think of how a friend might handle them.
- Talk with your helper about how he or she handles fears.
- Think about how some well-known person might handle fears.

Write some specific things you can do to deal with your fears.

Interpreting: How are some of your concerns alike (or different)? Are there other fears in other situations that seem to be alike? How do you feel about talking with your helper about these things? How does breaking these fears down into specifics help to work with them?

What's So Important?[5]

Understand Self — Disclosure
Sharing about me.
Individual



Leadership
Skills You Never Outgrow

Do this activity with your helper:

Make a list of things you use around the house that use electricity. This includes anything that plugs into an electrical outlet that you use fairly often.

Now draw a line through the three things you could live without the easiest. For example, if there were a power shortage and you had to cut down on the use of electricity, which could you give up the most easily? These are the three things that you would cross out.

After this has been completed, draw circles around three things that would be the last things you would want to give up.

Interpreting: Why were the circled items most important? What made the decisions or choices hard to make? What other situations can you think of that might have decisions that are hard to make? What does this tell you about yourself?

Advertising Myself[5]

Understanding Self — Disclosure
Make an ad for yourself.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

There are many parts to each of us. There is a physical part — the color of our hair, whether we're short or tall. There is a psychological part, which includes how we feel — whether we're happy, sad, how we think, what we like to do; and there is a social part the roles and relationships we have with other people, such as son, daughter, friend or fellow 4-H member.

Make a brochure advertising yourself. Look through magazines, newspapers, etc., to find words or pictures that describe or advertise you and glue words or pictures on a piece of paper to form a brochure.

After you have completed your brochure, advertise yourself to your helper or family using the brochure.

Interpreting: What things are most important about yourself that you had to include? What things did you want to leave out? How did you show your feelings? What did this tell you about yourself?

Personality Traits[2]

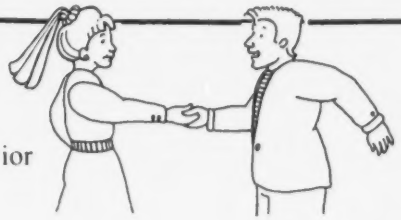
Understanding Self — Feedback
Make a collage.
Individual

Do this activity with your helper:

Many times we learn about ourselves from what other people say about us. Collect pictures, sayings and other things out of magazines or newspapers that show or describe your helper. Have your helper do this to describe you.

Paste these on a sheet of paper or poster board. Discuss what you have put together with your helper.

Interpreting: How is each collage different? Describe the behavior of your helper and why you chose each item. What would it be like if everyone had the same personality? How might your collage be different if it were done by your parents, teacher or best friend?



Minding Manners[4]

Understanding Self — Behavior
Find out about manners.
Individual

Do this activity with your helper:

Plan to do several of the following suggestions:

- Read about making introductions and proper ways of meeting people. Decide the best way for you and practice until you feel you can do a good job.
- Make a notebook with pictures or cartoons that shows good and poor manners. Talk about how you would correct the poor manners.
- Read about good table manners and practice them at home. Take a field trip to a local restaurant to practice these skills.
- Flash Card Review — Collect pictures showing good and bad personal skills. Make into flash cards and test your family or helper with them.

Interpreting: How did these experiences help you in developing good manners? What should you do if you are unsure of the right thing? What things could you do to help you increase your skills?

TV Interview[5]

Understanding Self
Conduct a mock interview.
Individual

Leadership
• Skills You Never Outgrow

Do this activity with your helper:

Have your helper act like a television reporter and interview you. To set an atmosphere of reality, your helper may want to begin by saying, "This is _____ reporting for, WTAL news in _____. Today, we are here to interview _____, a local member of our community."

After your helper is finished, you may also want to conduct an interview with him or her.

Suggested Interview Questions

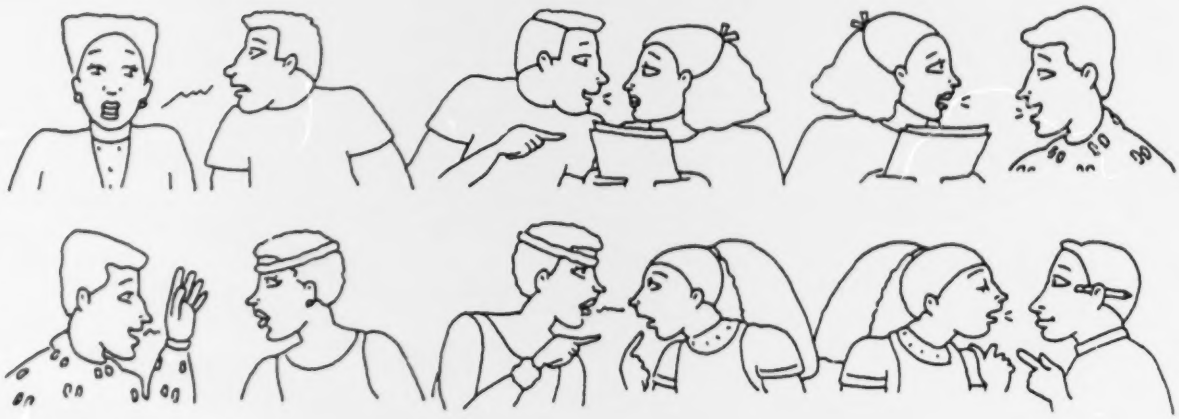
- How old are you? If you could be any age, what age would you like to be?
- Where did you go on vacation this year?
- If you could go anywhere in the world next year, where would you go?
- Do you have a pet? What kind?
- What kind of work do you want to do when you are older?
- Do you think you will go to college?
- Do you like to be teased by other people? Do you ever tease other people?
- Would you want to be president of the United States? Why or why not?
- Would you like to live in the city, in a small town, or on a farm? Why?
- If you had $100 cash, what would you do with it?
- Do you ever get mail? From whom do you get mail?
- If you could live anywhere in the world, where would you live? Why?
- When you are sitting with a group of your friends, do you usually talk or listen?
- Can you usually get your friends to do what you want?
- What could we do to get more of your friends into 4-H?
- What size is your family? Do you wish you had a larger or smaller family, or is your family just the right size?
- What's a good 4-H member? Are you a good 4-H member?
- Do you feel that you do your best work all the time?
- Who should do the work on a 4-H project? What is the purpose of 4-H projects?
- Do you like to compete in contests? Is it harder to win or to lose? Why?
- How many years do you plan to be in 4-H? Why?
- What is leadership? Have you ever been a leader? What did you do?

Interpreting: How were you honest about your answers? In what way were the questions about values harder to answer? How do you think answering value questions will help you later? How can we show that people's opinions are important?

Communicating

Each day is filled with many kinds of communication. You talk with your friends, listen to the radio, watch television, write homework, talk on the telephone or read a book. Communicating is a part of almost everything you do.

Communication is simply an exchange of information — both giving and receiving. Talking, listening, reading and understanding face and body movement are communication skills you use every day. But communication also includes what you do and how you do it. How aware are you of the many ways you communicate each day? Try the following learning activities. They will help you learn what communicating is and how to be a better communicator.



Ways People Communicate[14]

Communicating
Show ways we communicate
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Discuss the ways that people communicate with one another. List as many as you can (radio, talking, telephone, actions, etc.) First think about our country and then consider other countries and the different methods used in sharing thoughts and ideas.

You may want to write them down and then find or draw pictures. Design a bulletin board or paste all of the ways on a poster board.

Interpreting: How many different ways do we communicate with each other? Which ways of communicating do you use more than others? What communicating skills do you want to improve?

Sounds of Silence[12]

Communicating — Non-verbal
Act out several emotions
Individual

Do this activity with your helper:

List five emotions you think you or your family have shown in the last week. Talk about how you were able to identify those emotions. Once you have discussed several emotions, act some emotions out. You may act out alone or with another person. Have your helper try to guess which emotion you are representing. Trade places and have your helper act out some. If you need some ideas, here are some emotions: love, sorrow, fear, satisfaction, surprise, happiness, anger.

Interpreting: What emotions sometimes look the same? What parts of the body do you look at when you are trying to understand a person's emotions? Do you feel that many emotions have actions that are clearly recognizable?

Back to Back[5]

Communicating — Non-verbal
Talking without looking at each other
Individual

Do this activity with your helper:

Sit back-to-back with your helper and talk about something that happened to you lately — something that was a really good experience.

After about one minute stop your sharing and move about five feet away from your partner. Be sure you stay back-to-back and continue talking for another 30 seconds. Stop your conversation and ask the helper to share what his or her feelings are. After your helper shares feelings, talk about how you felt.

Do the exercise again. This time have your helper talk about something good that has happened to him or her lately. Be sure to do everything the same again.

Interpreting: When you talk, do you look at your listener's eyes? How important is it to you to be able to see the listener's eyes? Did you find yourself missing the non-verbal (non-spoken) hand and body motions and expressions of the face? How easy was it to concentrate on what you were saying? Did your partner have trouble concentrating?

Messages[2]
Communicating — Non-verbal
Observe messages sent
Individual

Do this activity with your helper:

People use many ways to communicate including the words they say, tone of voice, volume and body movements. Decide on a place to observe people (a shopping mall, library, train station, airport, school or church). Watch how people communicate with one another, note if it is talking, non-verbal movements of the face or parts of the body) listening or written. Write notes about what you see.

Interpreting: What types of communication did you observe? How were the messages given and received? How does not saying anything play a part? How can body language improve communication skills with others? How did body language support or conflict with verbal communication? What do you suppose would happen if you couldn't use language when you talked?

One Picture Equals[4]
Communicating — Non-verbal
Collect pictures
Individual

Do this activity with your helper:

Collect magazine pictures or take photos that show "body language." These would be of people whose body actions tell what they are feeling or thinking. Organize them into a booklet and write captions on what they say to you. Look at hands, arms, shoulders, feet, legs and whole body positions as well as faces.

Interpreting: What different meanings could some of the body positions have? What are the body positions or facial expressions that indicate a specific feeling or idea? How can we put together both body position and spoken word to understand what people really mean?

Appreciation of Others[11]
Communicating — Non-verbal
Greeting others
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Simple phrases such as "Hello" or "How are you today?" are heard almost every time we talk to someone, yet the greeting has a very important use. When we meet other people we have the chance to greet them or to ignore them. We usually say "hello" (a form of verbal communication) or we can just wave (a form of non-verbal communication).

Non-verbal just means "without words." Think about the times you've been smiled at by a friend, or even by a stranger, at school, in a grocery store, at a gas station or across the room at a meeting. How did it make you feel? For many of us, it means that somebody really does care about us.

Talk with your helper about the people you saw today. Write down in a notebook what you observed when these people met someone they knew. Make special note if they used non-verbal communication.

Talk about the most common ways of greeting people and what else we can say or do that would make people feel they are special. You may want to set a goal to try some of these yourself.

Interpreting: What are the most common ways of greeting one another? How can you tell if someone is a special friend? What forms of greetings were both spoken and non-verbal? What kinds of greetings show the most enthusiasm? How do you like to be greeted? Why?

Is My Line Busy?[11]

Communicating — Listening
Read and share
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

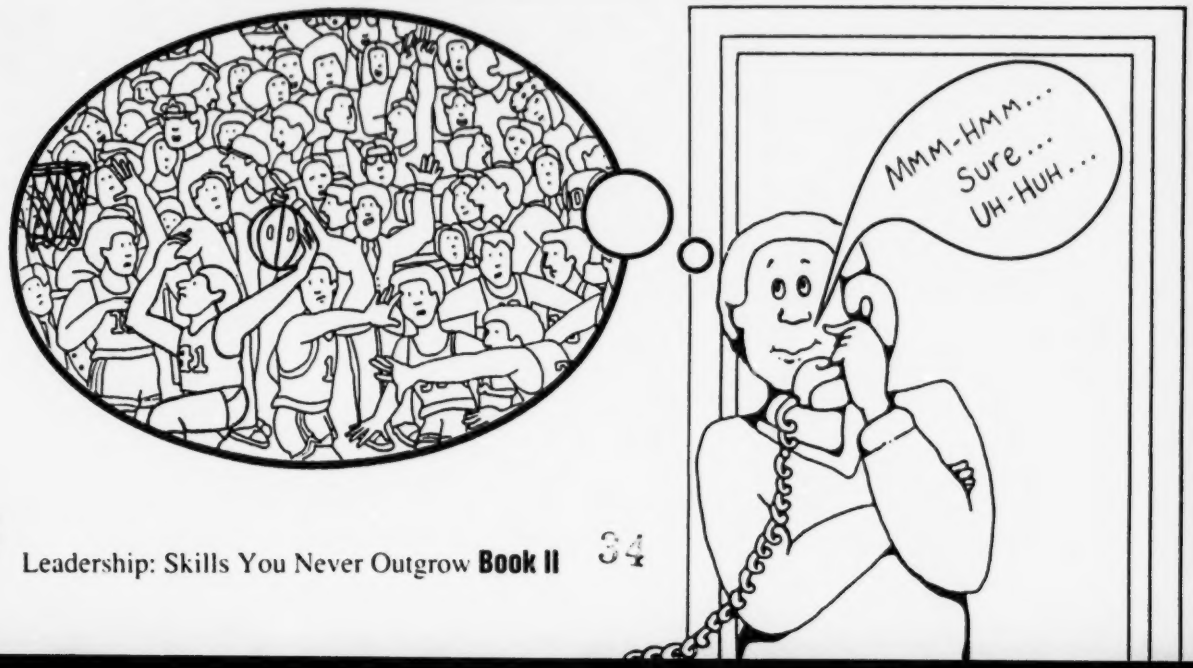
Read the following paragraphs and discuss with your helper.

Sometimes when people phone me, I say hello with my mouth, but my mind is busy. I don't really hear what the other person is saying. I'm too busy thinking about other things I have to do or the things I like or don't like about the person calling. When I meet a person and he or she starts telling me something, I sometimes look like I am interested and listening while my mind is wandering. If they ask me a question, both of us soon discover that my line is busy.

Fortunately, my line is not always busy. There have been times when people want to share concerns. Somehow I manage to listen then. In most cases, I didn't have the answer to the problems, but my listening serves as a kind of mirror to help them to see themselves in their situations, and to solve, at least in part, their own problems.

Unfortunately, most of us have a busy line, sometimes. Even when we get calls from those who are special to use we somehow take them for granted. Then one day we wonder why they are no longer willing to talk with us and to share with us. We feel left out, hurt and ask, "How did it happen?" Maybe it's because our "lines were busy."

Interpreting: Discuss if this is true for you sometimes. How do you think the other person feels? Are there things you could do when you listen to others so that your line won't be busy?



Listening Together

Communicating — Listening
Share a listening experience
Individual

Do this activity with your helper:

Select and listen to a speech, demonstration or public meeting together. Take a notebook and, during the presentation, write down something you learned or thought was important. Outline the main points.

After the speech or presentation, write two or more things you would like to know about the topic. See if you can write a question. Share what you wrote with your helper.

Interpreting: Discuss what you and your helper listened to and if the ideas you each noted were different. Why do you think they were different? What things did you both think were important? What things did you want to learn more about? How could you make up questions from things you wanted to know?

Family Listening

Communicating — Listening
Practice listening to family members
Individual

Do this activity with your helper:

Every day we listen to our families, but sometimes we really don't do a very good job. Discuss with your helper some of the family talks you have been in recently. Try to remember who was involved and what was said. Talk with your helper about what you can do to become a better listener. Plan and practice a session to improve your family listening. How can you practice being a good listener? What kinds of things does a good listener do? Talk about a successful family discussion. How do you know if it is successful?

Interpreting: What happens when you really try to listen? Do you feel you were successful in your practice? What other opportunities to practice listening can you think of?

Story Writing

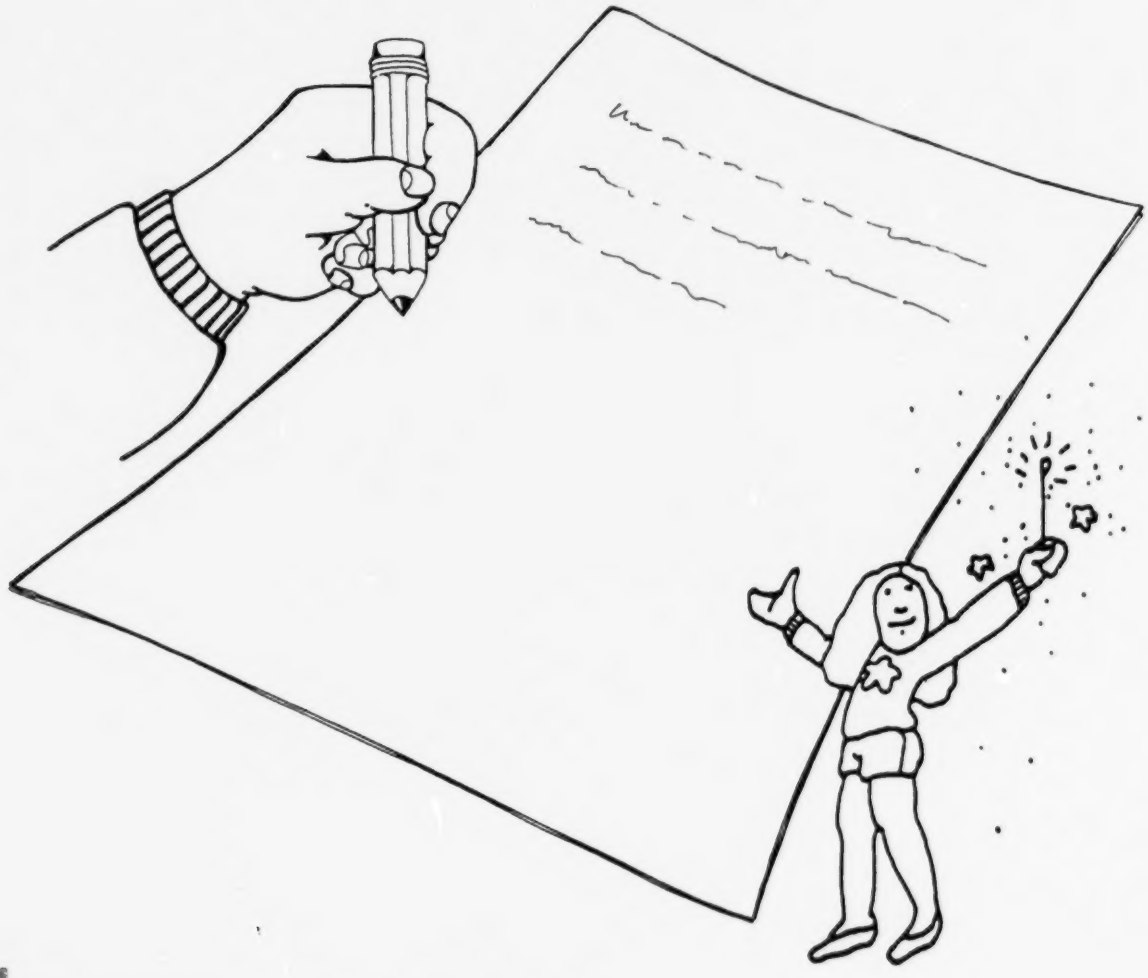
Communicating — Writing
Write a personal story
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Write a story you can share. This story should be about you and should not be more than one page long. Include your name and address and then tell the kind of person you see yourself, whether you are a happy person, a quiet person, and so on. Write about what makes you that way. How does it make a difference in school, at home or with your friends. Discuss with your helper how accurate your story is from his or her viewpoint.

Interpreting: How close does the story come to being like the writer? What information did you feel you could share freely? Were there things you left out about yourself? Were there any surprises?



Getting Along with Others

Everyone likes to have friends and make new friends. You like to get along well with others. This means caring about them. You can become a caring person by finding things you like about each person and ways you can let them know it.

Learning to meet others easily and feeling at ease in situations where you don't know those present is an important leadership skill. You get to know other persons in many ways. Learning to share yourself is a very important place to start. It is also important to trust one another.

Getting along with others also means accepting persons who are different than you are. You can learn to look for and appreciate fine qualities in them. The next exercises will help you practice learning about, meeting and sharing yourself with others.

Learning Activity: **Sharing**[8]
Leadership Skill: Getting Along With Others — Caring
What To Do: Practice sharing
Focus: Individual

Do this activity with your helper:

Share something very important that has happened to you. It can be exciting or troubling, but should be very important. After you have had an opportunity to share, discuss your feelings.

Interpreting: How did you feel about sharing? Was it easy or difficult? How did you and your partner react?

Learning Activity: **Meaningful Relationships**[9]
Leadership Skill: Getting Along With Others — Caring
What To Do: Talk about special people
Focus: Individual

Do this activity with your helper:

List on a piece of paper five people with whom you have had special relationships. Beside each name, list the things that made that relationship special. Try to identify common characteristics of your meaningful relationships.

Interpreting: What are the common characteristics in your relationships? Why do you think these are important? What things could you do to make other relationships special?

Quarrels Spoil[4]

Getting Along With Others — Caring
Discuss problems with friends
Individual

Do this activity with your helper:

Write three examples of when you have quarreled or gotten angry with a friend. Talk about what caused the situation: how did the disagreement happen, what were the results? How do you feel about it now? You may want to compare several quarrels.

Interpreting: What were the common things in the quarrels? What could you have done to prevent them from happening? How do you feel about them now? What could you do in a similar situation to prevent the quarrel?

Making New Friends[4]

Getting Along With Others — Caring
Discuss making new friends
Individual

Do this activity with your helper:

Write three examples of when you have tried to make new friends. Discuss how you make new friends. How did you approach someone you wanted as a friend? How did the new friend act? How do you feel about it now? You may want to compare several situations.

Interpreting: What were the common things in any of the experiences? What could you have done to make it better? How do you feel about the friendship now? What would you do now in a similar situation?

Getting Along With Friends[4]

Getting Along With Others — Caring
Discuss your friends
Individual

Do this activity with your helper:

Describe three examples of when you have had a good time with a friend. Talk about what caused the situation. What happened? How do you feel about it now? You may want to compare several good experiences.

Interpreting: Were there common things in any of the good experiences? How do you feel about it now? What could you do in a similar situation to keep things going well?

Mug Shots[4]

Getting Along With Others — Trusting
Collect feeling pictures
Individual

Do this activity with your helper:

Collect pictures that show feelings. Make flash cards with them. Using your card set, describe feelings shown in the pictures.

Interpreting: What feelings were the easiest to find? Do you think others would be able to guess the right feeling? What feelings often look similar to each other? With whom do you share feelings most often? Are there some feelings that you try not to show? Which ones? When someone shares personal feelings with you, how do you feel toward them?

Family Members[4]

Getting Along With Others — Meeting/Accepting
Think about your family
Individual

Do this activity with your helper:

Draw a stick figure family representing your own. Draw lines between figures to show who helps take care of each family member.

Interpreting: Who takes care of one another in your family? What is good about some people doing more? What things would you suggest to make the "caring for each other" better?

Interviewing[8]

Getting Along With Others — Meeting/Accepting
Interview someone you would like to know better
Individual

Do this activity with your helper:

Select someone to interview. It may be your helper or even someone in your family. Ask the person you interview at least five questions. Reverse roles. Next share one thing you learned about each other.

Try to ask questions about the person, not about things. Some sample questions are:

- What is your favorite feeling?
- What do you value most?
- If you could be anything or anyone, what would that be?
- What makes you angry, happy, sad?
- Do you like to spend time alone or with other people?
- How do you feel right now?
- Whom do you trust the most?
- What is a favorite joke?

Interpreting: What did you learn about interviewing someone? How did you show your interest in the other person? What made your interview a good one? How did you feel when you were being interviewed?

Learning Activity: **Culture Quest**[14]
Leadership Skill: Getting Along With Others — Meeting/Accepting
What To Do: Study another culture
Focus: Individual

Do this activity with your helper:

Select a culture or country in which you are interested. Find out about the family life, dating habits, child rearing ideas, diet and meals, worship and religious ceremonies, feelings for aged citizens, and other things you want to know. Write a short report and share it in your club or school.

Interpreting: What new ideas did you gain from this study? How did this study help you to better understand family life in the culture? What ideas do you think they could learn about you?

Learning Activity: **Sharing In Two's**[15]
Leadership Skill: Getting Along With Others — Meeting/Accepting
What To Do: Talk to a partner
Focus: Individual

Do this activity with your helper:

Talk about "Some things I really enjoy doing." When you have finished with that subject, spend five minutes talking about "People I really like." You may want to write your ideas on paper first and then talk about what you have written. Give your helper a chance to share his or her likes and favorite people.

Interpreting: What things do you enjoy doing that your helper also enjoyed? How did some of the things you enjoyed relate to the people you like? What things do you have in common with your helper and/or the people you really like?

Fireside Chat[1]

Getting Along With Others — Management
Plan a talk with your parents
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Plan time for a "chat" with your parents. Write questions ahead and then ask to talk with them at a private time. Ask them about when they were your age: what was happening in the world, what were their life styles? What was dating like? Describe their family life. What were their dreams, fears, hopes? After you talk with them, discuss what you learned with your helper.

Interpreting: How did your parents feel when they were you? What things were important, or stressful or fun for them? How did you feel when you talked with them? Will what you know now change how you think about your parents?

Positive Relationships[2]

Getting Along With Others — Personal Management
Practice being positive
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Choose a person from one of these three categories:

a. Don't like very well.
b. Don't know very well and would like to know better.
c. Have difficulty relating to.

Make an appointment to talk with the person about something you have in common (a class, a problem, something you like, etc.). Remember to center your talk on finding out more about the individual rather than about yourself. Plan to make positive comments about the person and the way he or she thinks or does things.

At the end of the assignment, write about the positive relationship experience and discuss what happened with your helper.

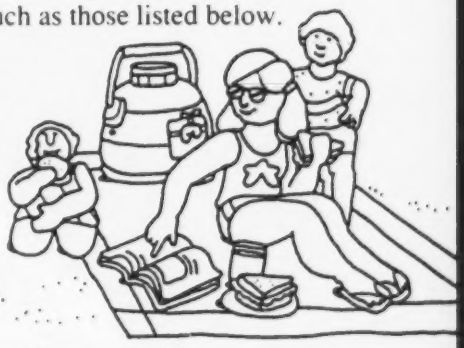
Interpreting: How did you feel making positive comments to another person? How did the other person react? In the beginning or at the end? What happens if positive comments aren't sincere? Did your relationship change with that person? How do you feel when someone says something positive to you? How might you use this approach again?

Learning Activity: **Memorable Experiences**[13]
Leadership Skill: Getting Along With Others — Personal Management
What To Do: Think about you
Focus: Individual

Do this activity with your helper:

Think about the most exciting experiences in your life. Then list the three *most* exciting on a card. On your card, describe at least one experience.

Discuss why the experience was exciting, what happened and other important facts. Be sure to include your feelings. You could also change from the three most exciting experiences to types of experiences such as those listed below.



- The three most important experiences in my life.
- The three happiest experiences in my life.
- The three most upsetting experiences in my life.
- The three people who have meant the most to me.
- The three most significant things that have happened to my family.
- The three questions I would most like to have answered.

Another variation would be to ask other people, such as your family or friends, what *their* most exciting experiences have been.

Interpreting: Why were these situations the ones you chose? How did you feel when you were talking? How would you like people to act in this sharing? What do you think these experiences make you feel?

Learning Activity: **Slogans and Bumper Stickers**[16]
Leadership Skill: Getting Along With Others
What To Do: Think up slogans
Focus: Individual

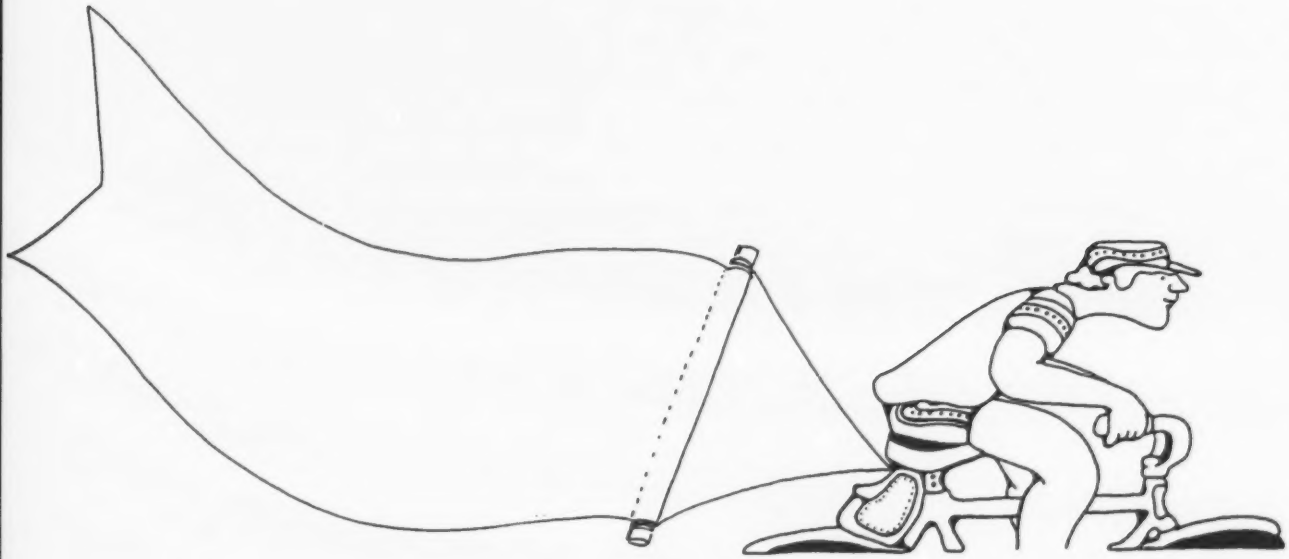
Do this activity with your helper:

Choose a topic from those listed below or choose a similar topic. Plan either a catchy slogan or bumper sticker that has meaning to you. Or design a poster that could help someone you know. Do one at a time.

At the end of the session, choose your favorite slogan, make a sample poster or bumper sticker. Explain your poster or bumper sticker to your helper, friends or group.

Examples
Getting Along With Others
Being Positive
Sharing
Health
On Being Me
Communicating
Families

Interpreting: What was the hardest thing about making up the poster or bumper sticker? How did you decide on the topic? What special things did you try to include? How do you feel about your finished poster?



Learning to Learn

Learning is acquiring knowledge, physical skills or attitudes. You do this by study, by trying things or by learning from other people.

Learning happens all of your life. You gain understanding by asking questions, talking things over with others and finding and organizing information. It involves thinking of things in new ways. You can also learn by experimenting and, most of all, by teaching others.

It is easier to learn if you know several ways to absorb new things. The 4-H slogan is "Learn by Doing." The next activities will help you practice some skills for learning. These can help you learn anything — about people, about leisure interests and about school work. You will feel more at home with what you discover for yourself.

Checking Your Style[15]

Learning — Environment
Check self.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

We do many things by habit and this does not help us learn very well. Becoming aware of the times and situations when we are ready to learn sometimes helps us to plan better for learning. Review the following learning conditions and decide what is best for you. You may want to have your family members do this too. Check all that apply.

I am more alert for new learning in the:
- ❑ early morning.
- ❑ midday.
- ❑ evening.

The better way(s) for me to learn is to:
- ❑ read it.
- ❑ hear it.
- ❑ see it in pictures.
- ❑ try it.
- ❑ write it in my own words.
- ❑ explain it to someone else.
- ❑ draw a diagram or picture of it.

The kinds of learning situations that I don't like are:
- ❑ large groups.
- ❑ small groups.
- ❑ using learning games.
- ❑ working with someone who picked me.
- ❑ working with some picked for me.
- ❑ working with someone I don't know.
- ❑ working by myself.
- ❑ working on team projects.
- ❑ working in a very noisy place.
- ❑ being interrupted while I'm learning.
- ❑ having to stop when I'm not finished.
- ❑ having nothing to do while I wait for others to finish.

Interpreting: What situations are best for you? If you were going to make up the perfect way to learn, what would it be? How can you improve the way you learn right now?

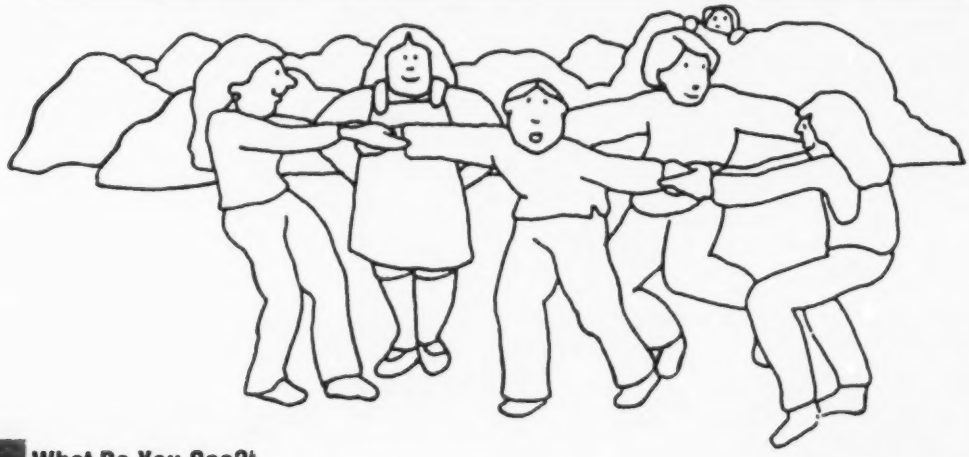
Recycling[15]

Learning — Creativity
Change an old game to a new one.
Individual

Do this activity with your helper:

One easy way to create a new game is to take a familiar game and change some of the rules. Choose a favorite game — checkers, scrabble, ping-pong, baseball, hopscotch — and recycle some of its rules. For example, turn a competitive game into a team, or cooperative one, or add to one that is just a mind game. Work out the rules with your helper. Try playing it in the new way and see what kinds of things happen.

Interpreting: How hard was it to think through new rules for old games? Were you able to design rules that made sense? Were the rules just for fun? When you played the game, what happened? How did the new rules affect the game?



What Do You See?[4]

Learning — Creativity
Look at a drawing.
Individual

Do this activity with your helper:

Complete a drawing that has different lines and shapes. Look at the enclosed spaces and see if you can see common everyday things like animals, people, trees or other things. Color the objects with different colors. Explain your drawing to your helper or family.

Interpreting: What were the most difficult shapes to identify? How were you able to overlook some lines to see shapes? Were there shapes which had to be forgotten because other shapes were better? How did you explain all the shapes to your helper?

Imagining[15]
Learning — Creativity
Imagine yourself in several scenes.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Sometimes it is fun to think about all the things we could do in a particular setting. Read the scene descriptions below and plan together what you would do. Do one scene at a time. Have fun and remember to try to feel like you really are there:

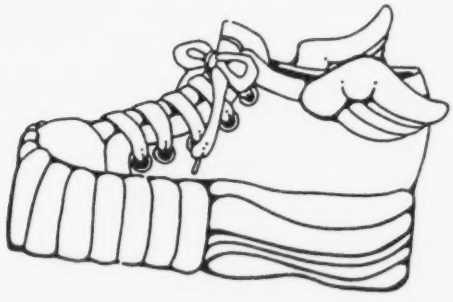
Scene 1. *You're on your way for a weekend at the lake. You're looking forward to the time away and the play at the beach, but you have a six-hour drive on a rather boring freeway ahead of you. You spend some of the drive in talking about things that aren't very important, some in not talking at all or sleeping, and then, to pass the next couple of hours you suggest a game. What will you suggest? Create a new game, one that really is fun and shares a lot about you and other players.*

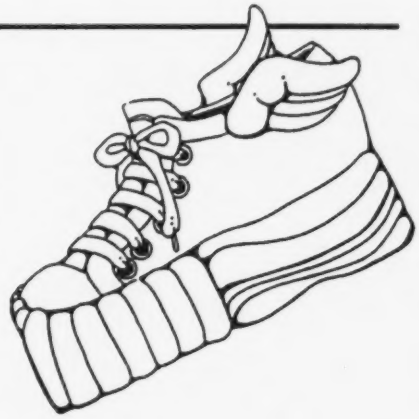
Scene 2. *You're at the lake. You've purposely left behind your beach balls and your Frisbee. You've taken a nap. Now you're ready for something different to do. Create a game for the beach with sand, water, sticks and shells.*

Scene 3. *You're at the side of a child who is recovering from measles. He or she needs to stay in bed and not use his or her eyes. You have your imagination and an hour to play. What games can you do together that uses your minds to play?*

Sometimes it is hard to get in the right mood to do this, so don't be upset if you don't do it easily the first time. Try again!

Interpreting: How many different ideas did you have? What were some of the ideas that you didn't use? Did you find yourself going in one direction and then changing? Were you able to create ides that would fill the whole time? What other scenes can you develop and explore?





Idea Book[4]

Learning — Techniques
Keep an idea book.
Individual

Do this activity with your helper:

Keep an "Idea Book" in which to write down good ideas that you have or that you gather from someone else. You may especially want to use it while you listen to people speak in your club, church or at school. During the speeches, write one thing you learned or maybe some words that mean something to you. This is an excellent way to keep track of ideas for future use. Try to write at least one idea per week.

Interpreting: What different places have you been able to get good ideas? Are very many of your new written ideas alike? How do you think this will help you prepare to talk to others?

Practice Learning[5]

Learning — Resources
Read.
Individual

Do this activity with your helper:

Practice learning by reading. You may choose a special project and go to the library, the Extension office or an expert's home. Ask for information on your project. Some suggestions would be a study of the state, your city or your father's or mother's job. Read and ask questions and then share your information with your family and your helper.

Interpreting: Were you able to get enough information to help you in your project? What method helped you find good material to read about your project? Were you able to learn very much about your project?

Practice Asking Questions[5]

Learning — Resources
Asking questions
Individual

Do this activity with your helper:

Write some questions you can ask people to help you learn something. This will help you when you are talking with someone. When they answer your question listen carefully to what they say. If your questions are written on paper, then you

don't have to worry about what to say next. Here are some ideas of people to talk with and information to learn:

- Interview an Extension salaried staff member about his or her job.
- Ask another professional (banker, lawyer, doctor, etc.) about his or her responsibilities.
- Interview your teachers or 4-H leaders about their positions and why they like them.
- Talk to coaches, electricians, plumbers or businessmen and women about a typical day for them.

Interpreting: What were the fun parts of this activity? How did the interviews change from person to person? Why was it helpful to you to have the questions written down? Were you surprised at some of the answers they gave? Did the answers given help you get new questions?

My Favorite Teacher[15]

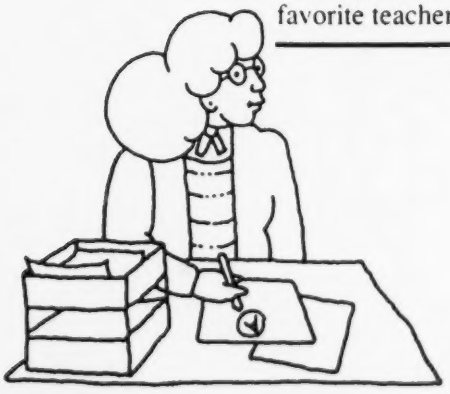
Learning — Teaching
Think about your favorite teachers.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Exchange stories about your favorite teachers. Remember two or three teachers who were really special. Take the time to describe your favorite teacher: looks, actions, ways of teaching and special things that made him or her a good teacher. Discuss those things that are about the same and why they are important in a good teacher.

Interpreting: What things do the good teachers have in common? Which of these good things is most important? How can you expect teachers to develop these skills? When you teach someone a new skill, do you use any special skills or techniques your favorite teacher uses?



Showing Others[5]

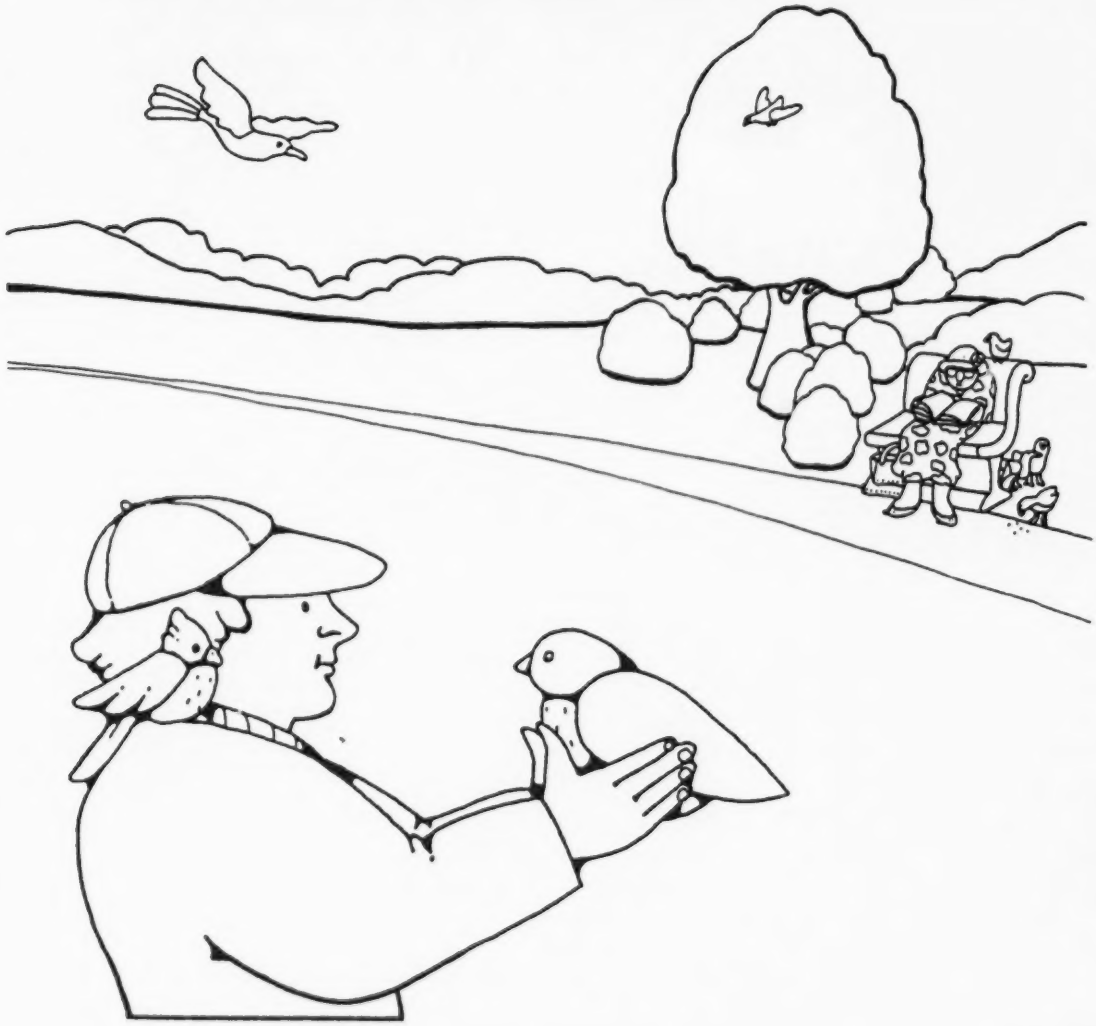
Learning — Teaching
Show a friend.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Select something you are interested in or have taken as a project or hobby. Show a member of your family or a friend how to do something related to that interest. You may even want to prepare a poster or an exhibit to teach others something you've learned.

Interpreting: How did you choose your topic? What things were important to include in your sharing? What other projects can you share?



Making Decisions

Every day you make decisions, many little ones and a few big ones. A lot of these decisions are made without much thought. For example, when you want a sandwich, you have to decide if it will be peanut butter, jelly or peanut butter and jelly. Which choice you make probably won't make much difference in your life or to anyone else.

But sometimes you make much more important decisions. You may decide not to take a course in school that will limit all the courses you can take after that. Or you may choose some friends who want you to do some things you don't think are right. These decisions are so important that they can affect your whole life. You look at a situation, decide things you might do, evaluate your choices, then decide what you will do.

Learning how to make decisions is something everyone needs to do. You think about what you want to do, then set goals you can reach. You discover things that will help you reach your goals. The next learning activities can be fun and they can help you learn to make decisions.

Thinking About Decisions You Make[8]

Making Decisions — Process
Think about decisions you make.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Write all the decisions you usually make between the time you get up and noon. Use a typical day. Talk about these decisions, think about how important each is. Discuss whether one decision affects or makes a difference with other decisions.

Interpreting: How important are these decisions to your future? Talk about the three most important decision you think a person can make in a lifetime. What about each is important? When would be an ideal time to make each decision? How do the decisions you make every day relate to these big decisions?

Greeting Card Pick[5]

Making Decisions — Gathering Information
Choose a card
Individual

Do this activity with your helper:

Go to the greeting card section of a local store. Select one card for a specific occasion for a certain person. After you have made your selection, share why you selected that particular card.

Interpreting: What things were considered in the decision? How did your personal likes and dislikes change the decision? What other things would change the final outcome of the decision? What differences would there be in your choices if you were choosing a card for a grandparent or a young child? What things about the person you are giving the card to make a difference in your choice?

Slogan Hunting[5]

Making Decisions — Gathering Information
Look for signs
Individual

Do this activity with your helper:

Look for or list famous slogans that may influence how decisions are made. Look at billboards or ads in newspapers and television for these slogans. Discuss what qualities slogans have and how they help or influence people.

Interpreting: How difficult was it to find slogans? How do the slogans influence or help people make decisions? In what ways could those slogans help you make decisions?

Understand Decision Making[7]

Making Decisions — Gathering Information
Talk about this form
Individual

Do this activity with your helper:

When we make decisions, sometimes we take a great deal of time. Other times, it seems that we don't stop to think about the decision. Look at the activities in the left column below and check how much thought you give to that decision.

When I Make Decisions About	*I Think It Through Carefully*	*I Give It Some Thought*	*I Don't Stop to Think*
1. Saving money			
2. Choosing friends			
3. Choosing hobbies			
4. Buying snacks			
5. Getting along with my family			
6. Joining clubs, teams, activities			
7. Selecting school classes			

Interpreting: Think about your answers. How do you make decisions? Discuss your answers with your helper. Are you a thoughtful decision maker? Which decisions are important? Unimportant? Which decisions do you want to spend more time making in the future?

Resource File[8]

Making Decisions — Gathering Information
Keep a resource file
Individual

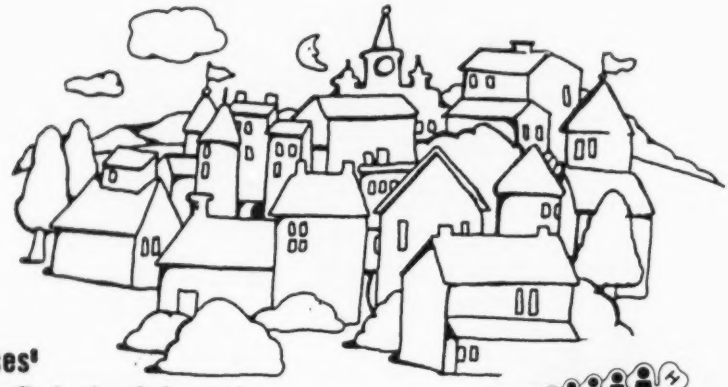
Do this activity with your helper:

Set up a file of resources (people, places, or things that can help you do things you want to do) in your community. Resources are things we can use to help us accomplish things. Resources can be found both within us and around us. Often they are objects or items we use everyday. Your file can include any of the people or things you can tap. It may be kept on cards or in a notebook.

A sample form might be:

> **Resource:** *Photography teacher*
> **Contact Person:** *Mr. Marshall*
> **Phone Number:** *444-3228*
> **Address:** *1407 E. Walnut*
> **Notes:** *has dark room*

Interpreting: What kinds of resources would be of most use to you in the resource file? What other people could help you add to your resource file? How could you expand the file to help your family?



Community Resources[9]
Making Decisions — Gathering Information
Draw a picture of your community.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Go to your city hall, courthouse or Chamber of Commerce and obtain a map of your community or county. With your helper, list the resources available to you, your family or others. Locate them on the map. These resources may range from the public library to the county Extension office. Think of as many as you can. You may even want to visit some of them if you are not sure of where they are located or want to find more about the resources they have to offer.

Interpreting: What community resources do you use right now? Which one will you use in the future? Which resources do you need to learn more about? What resources, when you name them, make you think of others?

Resource Hunt[7]
Making Decisions — Resources
Play the game.
Individual

Do this activity with your helper:

Resources are the things you have to help you get what you want. Resources can be people, money or alternatives to money, or things. Make a list of 10 to 15 resources in your neighborhood that can be used to help your family spend less money, care for each other better, buy needed things. Write the resources you have thought of down on a piece of paper, listing them in the three categories: people, money or things. See if you can add other resources if your lists need more.

Interpreting: Which kind of resources were easiest to list? What resources might make you think of other additional resources? Are some of these resources more important to people at different ages?

Learning Activity: **Decision Collage**[5]
Leadership Skill: Making Decisions — Resources
What To Do: Make a collage.
Focus: Individual

Do this activity with your helper:

Write the decisions you make every day, those you make sometimes and those you will have to make in the future. With your helper, look through magazines, newspapers, etc. , to find pictures or words that remind you of decisions you make. Place them in three sections on a large sheet of paper or poster board: 1) have to make everyday; 2) make sometimes; and 3) have to make in the future.

Paste the things you have collected in the collage. When you are through, tell a friend about the decisions pictured in the collage.

Interpreting: Which of these decisions will be important one year from now? How are some of the decisions related to one another? Which decisions involve other people? What will influence your decision?

Make A Decision[7]

Making Decisions — Process
Select a decision.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

The steps in decision making are as follows:

1. Identify or define the problem.
2. Gather information.
3. List alternatives.
4. Weigh alternatives.
5. Decide on action.
6. Take action.
7. Evaluate the results.

Think about a decision you need to make and write it on a sheet of paper. Using these steps as a guide, complete the decision-making process. Here is an example of the steps used in choosing a 4-H project.

Example

1. Identify or define the problem.
   Select a new 4-H project.

2. Gather information.
   Read project listing and things suggested to do in various projects. Look at 4-H exhibits of others. Talk to other 4-H'ers, parents and leaders. Think about related careers and school subjects.

3. List alternatives.
   List projects interested in.

4. Weigh alternatives.
   Compare them on the following:
   - *Interest in learning about it.*
   - *Resources available i.e. money, equipment, supplies, people to help, references, facilities.*
   - *Opportunity to learn more.*
   - *Time to devote to it.*
   - *Other people to learn with.*

5. Decide on action.
   Choose a project that meets the most important criteria.

6. Take action.
   Enroll in the project, set goals and complete learning activities.

7. Evaluate the results.
   Did I like the project and learn? Is there more I'd like to learn?

Interpreting: Discuss the decision you made with your helper. Did you complete all the decision making steps? What were the easy parts? What happens if you skip steps? What step would you want to spend more time on?

Decision Stand[5]

Making Decisions — Deciding
Practice making decisions.
Individual

Do this activity with your helper:

Read the following short cases and discuss the things you need to think about to make a decision:

1. You want to do something special for a friend on his or her birthday. You are deciding between sending a special card or buying him or her a favorite sundae.

2. Your family has decided to buy a small computer for home use. How will you help your family decide on size, cost, brand, extras and software?

3. You want to pick a 4-H project that is fun and will help you learn how to cook. Look at two project manuals to help you choose.

Other options:

4. You have the option of going to babysit and make some money for a project you want to buy or going to the game to be with your friends.

5. Choose between going to the library to prepare for a paper which is due or helping your neighbors (who are in poor health) with chores.

Interpreting: How were the decisions made? How important was past experience in making these decisions? What other decisions do you make that you can discuss with your helper? How could an understanding of the decision making steps help to make these decisions? How do you decide if decisions are very important?

Managing

Did you ever want something but didn't know how to get it? Managing is using the things you have to get the things you want. You learn to manage your skills, time, money, and other resources. An important part of managing is planning. You decide what is important to you and that helps you decide how to use what you have. Planning helps you use your time so you can do the things you want to do. It also helps you decide the steps you need to follow to reach your goals.

Organizing ideas, things and people are other important arts of managing. The learning activities that follow will let you practice and increase your skills in managing.

Learning Activity: Goal Search[5]

Managing — Goals
Hunt for goals
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Goals usually take the form of something we want to do or would like to have. Find a pair of scissors and some old magazines that you can cut. Look through the magazines and find at least three pictures or words describing these things. Cut the pictures, place them on a piece of paper and write a goal under each. Talk about how you worded each goal, checking to see if it was clear.

Interpreting: How difficult was it to state your wishes as goals? Would these goals require a long or short time to make them happen? What short-term or smaller goals would you have to reach before achieving the long-term goals? What other things in your life could we say are goals?

Others' Goals[18]

Managing — Goals
Interview others about their goals.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Both individuals and groups have goals. Individual goals are things wanted or needed by one person. For example, you may have a goal to buy a T-shirt or get a paper route. Group goals are worked on by several people who want the same thing. For example, a football team wants to win a game or a group of youth may need a chaperon for their group.

Interview family members or friends, so you can learn some more clues to understanding goals. Before you interview anyone, plan some questions you wish to ask. For example, you might ask:

- *Tell me something you intend to do this month.*
- *Is it something you need or you want?*
- *When do you think you will do it?*
- *Will you do it alone or will someone help you?*

Ask two or three friends or family members if they will answer the questions. After conducting several interviews, summarize them on paper by describing what each person's goal was, how long it will take and who will do it.

Interpreting: Which goals were individual goals? Were there any group goals? Which goals were wants and which were needs? Were the goals over a short or long time? How difficult was it for your friends or family to state goals? How realistic do you think their goals were? Do you think it's a good idea for people to think about what their goals are?

Do this activity with your helper:

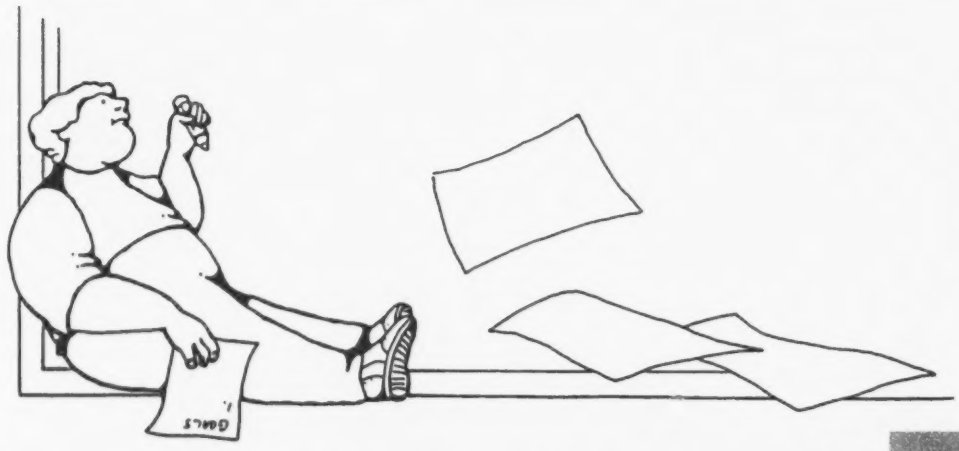
Write "What are my lifetime goals?" at the top of a sheet of paper. Take two minutes to list answers to this question. Include as many answers as possible. Take an additional two minutes to make any changes you feel are necessary to be fully satisfied with the list.

Define your goals further by answering a second question. "How would I like to spend the next three years?" Again list your answers as quickly as possible for two minutes, then take another two minutes to review and include what may have been missed. For a different perspective, write down this third question: "If I knew now I would be struck dead six months from today, how would I live until then?" Write your answers as quickly as possible for two minutes. Make changes as you did with the first two lists.

Now spend additional time reviewing and improving your goal statements. Take your life goals and select your first, second and third priorities. Do the same with the other two lists. At this point, you should have ideas for nine goals. Pick the three most important, write a goal for each on a new piece of paper headed, "My three most important long-range goals are..." Write your three most important goals.

You may want to repeat this process over time.

Interpreting: After going through all the steps, did you change your mind about what goals are really most important to you? How surprised would your helper or family be about your life goals? Do you think their goals are similar to yours? How do goals change? What can you do to reach these goals?



Shared Goals[10]

Managing — Planning
Share information.
Individual

Do this activity with your helper:

Talk with an older person who has done something you would like to do, such as driving a car, playing on a school team, learning a musical instrument, or being elected to a club office.

Ask this person to tell you the important decisions he or she made when choosing the goal — how he or she planned to reach the goal and how the plan was followed.

Prepare a poster using a drawing or magazine pictures to show the goal. Divide the rest of the space into parts and write in the important decisions the person made when (1) choosing or selecting the goal, (2) planning to reach the goal, (3) taking action and (4) checking the plan to reach the goal.

Interpreting: How did you decide on a person to talk with? How did he or she follow the managing process of setting a goal, planning, taking action and checking back? What things affected how this goal was set or reached? What do you feel you learned from this interview activity?

Plan A Day

Managing — Planning
Plan a day.
Individual

Do this activity with your helper:

Plan a 24-hour day. List the activities of the day in order on a piece of paper or newsprint. Make it as detailed as possible. Give the amount of time you think each activity will require. After you have finished, describe the list to your helper. See if you left something out that should have been included.

Plan a day in the future and list the events of the day in their order of importance. Many things happen during a day which can be planned. Others may just happen unexpectedly. Look at the days you planned and see how much time is allowed for "unplanned" activities.

Interpreting: What is the best way to plan for a day's activities? How could you best deal with the "unplanned" and still finish the planned activities? What activities did you identify as the most important? How would you be sure they happened? What did you learn about planning a day from this activity? How can you use what you learned?

Needed Resources[10]

Managing — Planning
Talk to others about goals.
Individual

Do this activity with your helper:

Resources are the things or tools you use to reach goals. You have resources within you. These are called internal or human resources. For example, your energy or go-power is an internal resource. Your skills and knowledge or brain power are also internal or human resources. You also have external or non-human resources. Your home, school, money, time, books, other people, natural resources and space are examples of external resources.

Both internal and external resources are usually limited. Money and time are examples of limited resources. People usually do not have all the money they want or need to reach goals. And we have only 24 hours of time each day to use as a resource.

Even though some of your internal resources such as energy or go-power have obvious limits, your skills and knowledge or brain power can increase through further experience, education and training. Talk with an older member of your family or with your friend about one important goal he or she wants to reach within the next year. Write the goal on a chart like the one below, then make a list of the important resources the goal setter will need to reach the goal.

Divide the list into two parts. Put the internal resources needed in one column and the external resources in the other. Place a check in front of the resources the individual already has and an "X" in front of the resources he or she will need.

Important Goal _____

Important Resources Needed

Internal	*External*
_____	_____
_____	_____
_____	_____

Interpreting: How would you describe resources to someone who needed more information about them? How many different kinds of resources did the person you interviewed need? What other resources do you know of that could be used? Did you find internal or external resources to be more difficult to obtain? Why is it helpful to think about resources when setting goals?

_____

Owning Decisions

Managing — Evaluating
Check back on your decisions.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

It is important to remember that each person is responsible for each decision he or she makes. Suppose you decide to walk to school instead of riding your bike. You leave on foot at the time you usually leave on the bicycle. You arrive late. You are responsible for the decision that resulted in your lateness.

Think about the decisions you made today. List two or three you think were wise and two or three that may not have been good. Talk with your helper about why you made these decisions. What were the results?

Decisions can help you work toward a big goal. One decision can affect another decision. A decision can also affect a present or future goal. You are responsible for your decision, even though you cannot always predict the results.

Interpreting: How can making a poor decision affect you? What will your good and bad decisions do to people or your relationship with others? How can you make better decisions and avoid making poor decisions? Can you set a personal goal for making better decisions?

Grading Decisions[10]

Managing — Evaluating
Check back on decisions.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Choosing between conflicting goals is not easy. You have to judge each goal against the other and choose the one that best suits your needs and wants.

Suppose your mother has a bad cold and you offer to be extra help around the house on Saturday. Saturday morning you are invited to go swimming with a friend. You can reach one of the goals, but you can't manage both. You decide to stay home and help with household errands because your mother really needs your help. You hope to be invited to swim another day. You judged the two goals and chose the one that best suited your needs. If your mother had not been ill, you might have made another choice.

Visit with two adults to learn more about conflicting goals.

Questions you might ask are:

- Have you ever had to choose between two important goals?
- What were they?
- How did you decide between them?
- Did you reach the goal you chose to work for?
- Are you pleased that you made the decision to choose this goal rather than the other? Why?

Choosing between conflicting goals isn't easy. But with management know-how, your decision-making will be easier. You will know how to judge between two or more goals and make the decision you think best.

Interpreting: How does reviewing or checking back on the decisions help you make better decisions the next time? What things might change the way you feel about a decision? When you make your own decisions are you still able to accomplish the goal you set? Can you think of times when you had to choose between two unpleasant options? How did the decision work out? Would you make the same choice again?

Working With Groups

Many of the things you do each day are done in groups. You play on sports teams, you go out with a group of friends and you are part of a class group at school. Your 4-H club is a group, too.

People can do many things when they work together as a group that they can't do alone. People work together to reach goals. Groups that work well work together work as a team and members cooperate with each other. In order to lead groups effectively, you need to know how to be an active part of a group and understand how groups work.

The learning activities that follow will help you explore groups and practice working in and leading them.

Accent on Meetings[5]

Working With Groups — Decisions
Observe a meeting.
Individual

4-H Leadership
Skills You Never Outgrow

Do this activity with your helper:

Attend one meeting of a community group (Rotary, Kiwanis, School Board, Garden Club, City Council, etc.) Observe how they conduct a business meeting. Listen for important parts like motions and officer responsibilities. Write down ideas you might use to help improve your own group. Discuss what happened with your helper.

Interpreting: What do you feel are the important things that happen in a meeting? Motions usually start out about the same each time; what is the wording? How is order maintained? What ideas could be used in your own club?

Good Member[5]

Working with Groups
Attend groups.
Individual

Do this activity with your helper:

Decide to attend several groups that meet on a regular basis such as the City Council, community groups or youth groups; watch and participate in the meeting. You may want to make notes on what you see. Look for things like when the meeting started, who were the leaders (at different times), what did they do and how did people feel about what happened. Discuss your notes with your helper.

Interpreting: What was the name of the group? What is or was the purpose of the group or activity? Did all members of the group participate and have an active role? Why or why not? Were members of the group good members? Why or why not? What did you observe about the leaders?

Groups To Which I Belong[5]

Working with Groups
Discuss groups you are in.
Individual

Do this activity with your helper:

We live in groups, learn in groups, play in groups and worship in groups. We know that working together is fun and the most democratic way to get things done. Many kinds of work simply cannot be done by just one person, so we have to work together. A group consists of two or more persons working together toward a common goal. People watching a fire are simply gathered together; firemen working to put out the fire are working as a group.

A 4-H club plays an important part in helping members learn to work in groups. By working together, we learn to: 1) trust and respect each other; 2) make use of the talents of each member; and 3) make decisions that help the whole group. We work in groups with our families, friends and classmates in many daily activities.

With your helper or family list the groups of which you are a member. Include groups that have names (formal) and those groups of people who work together even without a name (informal). Your helper and family can add to your list. Be sure to include all kinds of groups to which you belong such as family, church, 4-H, scouts, friendship groups, baseball teams, etc.

Interpreting: To how many different groups do you belong? Why are these groups important to you? What reasons do you have for staying with the groups? Joining new ones? Why do people belong to groups?

Ways of Acting[1]

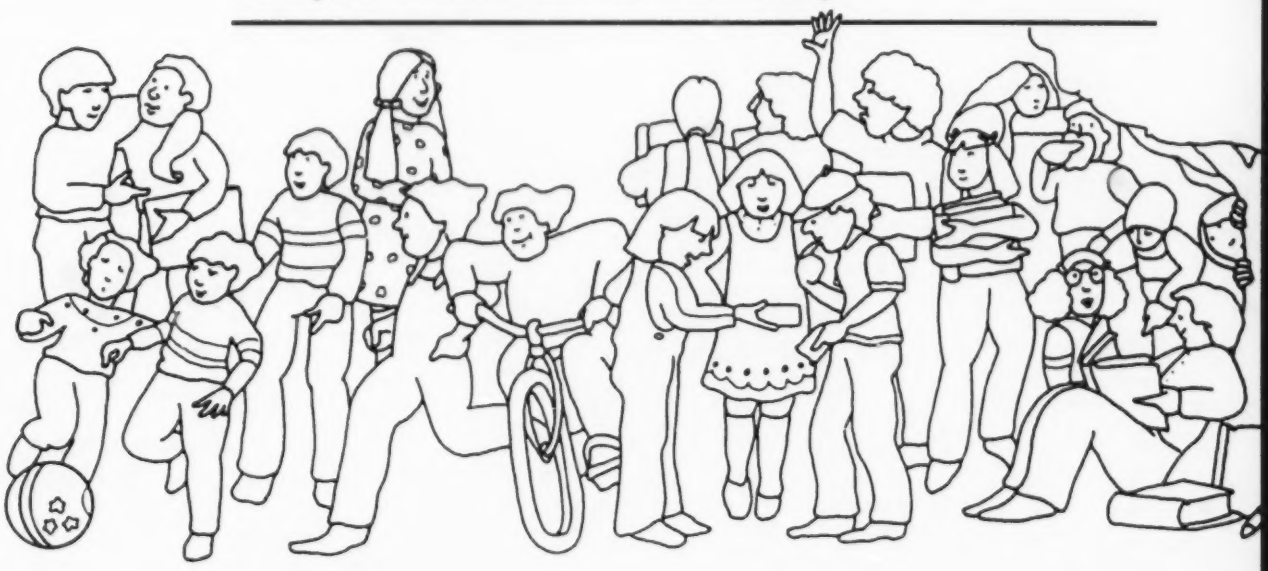
Working With Groups — Behavior
Discuss meetings.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Talk about the different ways people act in meetings (thinking, talking, agreeing, discussing, leading, following directions, etc.). Write them down and then discuss what each action does to help or hinder the groups getting things done.

Interpreting: What actions help the meeting the most? How do some ways of interfere with meeting? How should we act to make better meetings?



Selfing Life[1]

Working With Groups — Needs
Describe yourself.
Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Spend two minutes thinking of six words that end in "ing" that describe your actions and feelings when you are in a group of friends (listening, trusting, caring, giving). Share your words with your helper. What did you learn from "selfing," describing yourself using "ing" words?

Interpreting: Would your words be close to the same ones used by your friends? What happens when the selfing words of group members are really different from one another? Why do you think it's important to think about how people feel and act in groups?

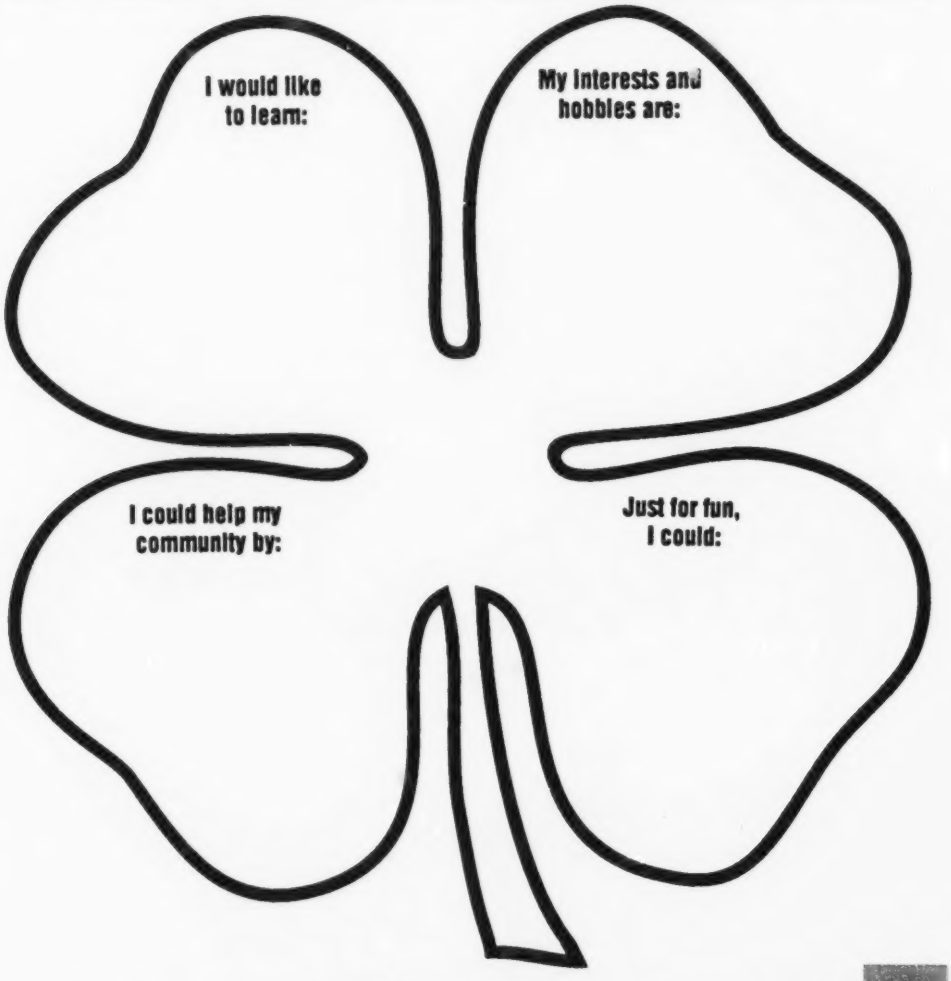
Learning Activity: Design Your Own Clover[5]
Leadership Skill: Working With Groups – Needs
What To Do: Design a clover.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Get a big piece of plain paper and pens/markers. Draw a four leaf clover using the pattern on this page. Under the headings in the four petals write things you would like to learn, ways you could help your community, your hobbies and what you would like to do just for fun. Think about how these ideas could be done in your 4-H club. Tape your clover to a wall or lay it on a table or on the floor. Discuss your ideas with your helper.

Interpreting: What things are on your sheet that could you share with someone else or with your community? Do you think there are others with the same ideas who could help accomplish what you want. How can people working together accomplish more than one person alone?



Making A Machine[8]

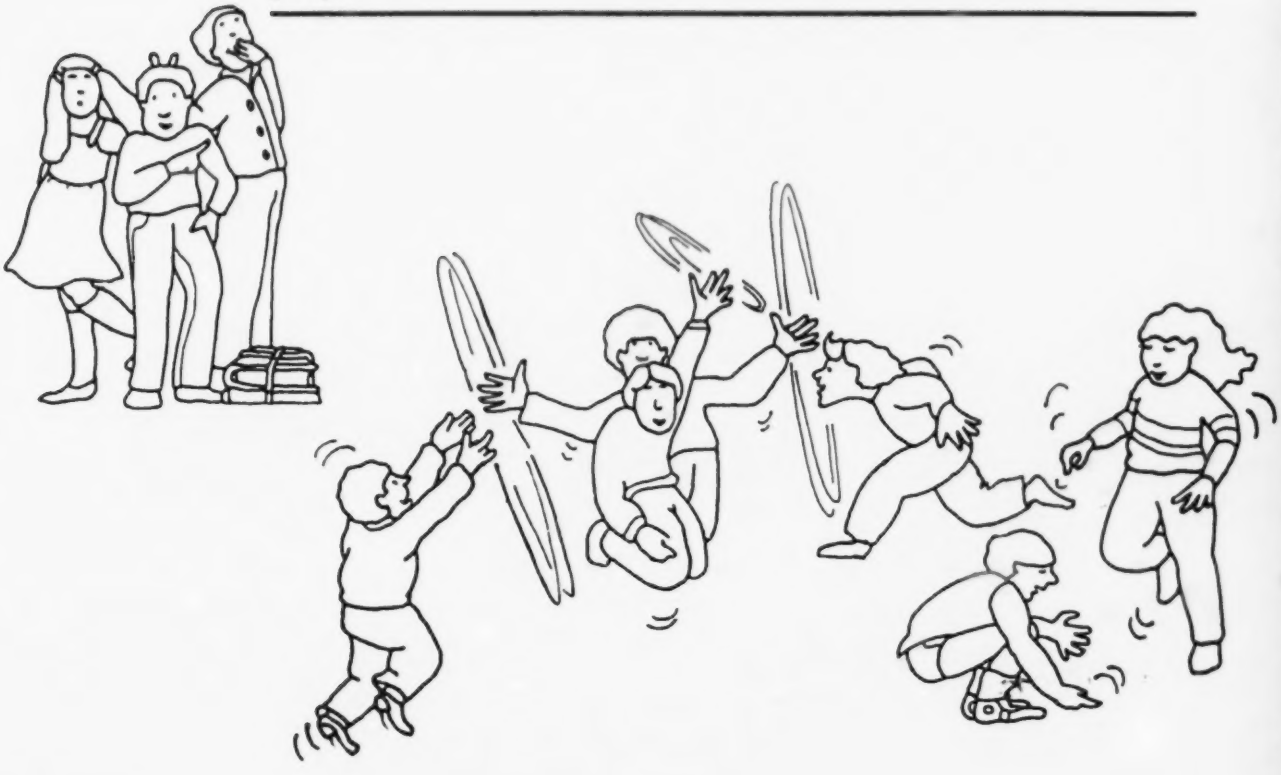
Working With Groups — Cooperating
Imitate a machine.
Group

Instructions for group leader:

You may divide a large group into smaller groups or work as one group. Machines are made up of many moving parts. Each group is to make a machine, with each member becoming a living part, complete with sound. Examples of machines are a lawn mower, vacuum cleaner or record player.

Begin with one person who stands in a central location of the group. Each individual participates as a part of the group by deciding on a movement made by part of the "machine," make repeating the motion as often as necessary. Each should be aware of the motions of others in the machine and how the machine develops with the addition of parts.

Interpreting: What feeling did you have before (and after) you joined the machine? How do you feel the machine worked? What surprised you about the experience? What would happen if one part quit working? Did everyone have a role of equal importance? What did you observe about the human machine that is also true of groups?



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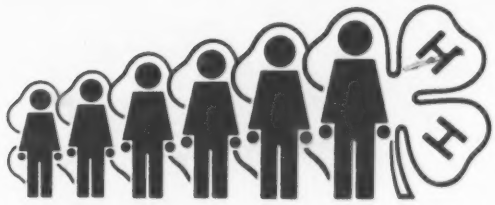
The number following the activity title for most activities refers to it's source from the above reference list.



Leadership

Skills You Never Outgrow

Helper's Guide

Welcome to helpership in the 4-H leadership project! You are a very special person. Your assistance was requested as a helper by a 4-H member enrolled in *Leadership: Skills You Never Outgrow.* By working with the 4-H'er in this project, you will begin to form a relationship that can help each of you grow and develop.

Each young person who enrolls in the first level of the leadership project is expected to secure someone with more experience to be a personal helper in doing the project. Members in more advanced levels are involved with groups for some of their leadership learning activities, but they are encouraged to do some with a helper too.

This guide is designed to help you as you accept this new responsibility. You will be assisting one or more members individually as they grow in understanding themselves, other individuals, and groups.

How the Project Works

Leadership: Skills You Never Outgrow is like many other 4-H projects in that it helps 4-H'ers learn things they can use the rest of their lives. Leadership skills help people help themselves and others achieve their goals. The project is designed to help the member get experience with the skills he or she needs to lead. Ask the member to share the project book with you and read the introduction section. It will help you gain an understanding of the project.

Members select which learning activities they wish to do to help them learn. Project guidelines suggest they choose at least one activity from each of the leadership skill areas in the book. There are numerous activities to choose from.

Once activities are selected, the member will work through the activities one at a time with your help. He or she will be involved in doing, thinking or talking about things leaders need to be able to do. After doing the actual activity the members are urged to think about what they have been doing and how it might relate to other situations.

What You Will Do

As a helper you will help the member decide what to do in the project. Encourage him or her to choose activities that will be challenging and give experience with new skills.

You will also help him or her understand and work through the activities. At the end your task is to ask questions and be a good listener. Help the member think beyond the activity just completed. Try to identify what can be learned from it.

You shouldn't try to give advice except to share your own experiences. If something comes up in your discussions that makes you think the member may need help, ask an adult you repect to suggest someone who can give the help needed.

Be available, willing to participate and enthusiastic about helping when you meet with the member. You have an important assignment. It is an honor to be respected enough by another person to be asked for help. Take pride in your work and both of you will enjoy the new challenges in the project.

Being a helper for a friend is a position of trust. Your 4-H member will trust you with some of his or her personal thoughts and feelings. It is very important to return this trust by keeping this information between you unless the 4-H'er says it's o. k. to share it with others. You can also share some of your personal thoughts too. This will reinforce the trust between you.

Understanding the Young Member

Young people vary greatly in age, character, maturity and experience. Some are very quiet and shy while others are active and outgoing. You may be working with a member who is beginning in the leadership project or one with several years experience. Members can start the project at any age, but the majority are ages 9-11 when they begin the leadership project.

Members this age have lots of enthusiasm and enjoy doing new things. They like activities, but many don't enjoy doing the same thing for a long time.

You will enjoy helping the younger member develop a sense of responsibility and learn to cooperate with others. Always set a good example yourself, since boys and girls of this age tend to idolize older youth and adults.

Young members need guidance and encouragement, especially during their first years in a project. The first skill level, covered by Books I and II, involves "looking in". This level is designed to help members learn more about themselves and to learn personal leadership skills. Some of the learning activities will involve them in thinking of things they have never thought about before, and they will think it's hard. Encourage them to try because that's how to grow.

Activities of the Helper

Here are some of the things you can do to be a good helper:

* Assist your member during his or her entire year in the leadership project. It is the member's responsibility to schedule times to get together.
* Encourage and praise your member.
* Start the project by helping your member plan which activities to do in the leadership project. The project book gives help with project planning. Write the plans on paper, so each of you can have a copy. Members should record their plans on their planning sheets.
* Help the member complete the activities chosen. Remember the 4-H motto: "Learn By Doing." Encourage your member and help find other help and resources, if needed, but don't do the work for him or her. You may be able to do a couple of activities together when you meet, but don't rush through.
* At the end of each activity, take plenty of time to do the "Looking back" or "Interpreting" questions to help the member think about what he or she has done. This is a good time to help apply these ideas to other situations that are similar. Be creative, talk about anything that you think will help the member learn and think about new ideas.
* If the member decides to try more activities in addition to those in his or her plan during the year, that's o.k. Changes should be recorded on the planning sheet anytime.
* Work with the leadership 4-H project leader in assisting your member and others with group activities.
* Send your member a card for his or her birthday, at Christmas or Valentines Day. Do other things to show your special interest.
* Be a friend to your member in and out of 4-H activities. Be available to talk and say "Hi" wherever you see him or her.
* At the end of the year meet with the member and discuss what he or she liked most about the project. What would he or she do differently next time? Help the member complete his or her record for the leadership project. Encourage your member to re-enroll in a leadership 4-H project for another year.

Thanks. You have helped someone who looks up to you learn and grow. This is one of the most important roles a person can have in a lifetime. If you put yourself fully into the helper role, no doubt you gained personally too.

This Helper's Guide was prepared by Barbara Geiger, Eric Fugate, 4-Her's; and Mary K. Munson, Fred Haegele, Extension Specialists, 4-H/Youth, with counsel and assistance from other members of the Illinois State 4-H Leadership Development Committee.

Urbana, Illinois LC0630 August, 1986

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Leadership

Skills You Never Outgrow

Cooperative Extension Service
University of Illinois at Urbana-Champaign

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